



Child Protection Policy

Policy approved: October 2023

To be reviewed: October 2024

School Vision, Values and Aims

Our school vision, values and aims are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

"Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself" (Mark 12.30,31).

Vision

Open Hearts, Open Minds, Open Doors

Values

Respect	Luke 10:25-37	The Good Samaritan
Responsibility	Luke 15:11-32	The Prodigal Son
Compassion	Luke 19, 1-10	Zacchaeus the tax collector
Perseverance	Luke 5:17-26	A man is helped by friends to see Jesus

Aims

Our principle aim - For all to know that they are welcome

To show kindness and forgiveness

To listen to one another

To seek enjoyment in our work

To show patience with one another

To show love towards one another

To show courage in our work

To keep the children at the heart of our decisions

To embrace innovation and change

To trust one another

To inspire one another

To celebrate the dignity and worth of each individual

To begin each new day positively

To reach out to one another

To have confidence

To encourage one another

To support and challenge one another

To believe in one another

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1. Essential Information

Designated Safeguarding Lead (DSL) - Miss S J Porter (Head Teacher)

Deputy Designated Safeguarding Leads – Miss S Bird (Deputy Head Teacher) and Mrs S Taylor (Assistant Head Teacher)

Child Protection Governor – Ms Lisa Crabb

An annual safeguarding audit is completed with all staff to ensure that statutory, guidance and relevant policy documents have been read and understood and all members of staff.

Gloucestershire MASH Team (Mon-Fri 9am – 5pm)	01452 426565
Emergency Duty Team (5pm – 8am)	01452 614194
Local Authority Designated Officer for Allegations (LADO)	01452 426994

Leckhampton C of E Primary School fully recognises its responsibilities for safeguarding children (child protection). This policy is reviewed annually and in response to Local or National recommendations.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' 2023.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Our policy applies to all staff, including temporary staff, governors and volunteers working in the school.

2. Aims of the Policy

- Ensuring we practice safe recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using Code of Conduct for employees. This check includes verification of their identity, qualifications for members of staff, prohibition checks and a satisfactory DBS check and a central record is kept for audit.
- Raising awareness of child protection issues with staff and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to 'The Children and Families Front Door' (MASH Team).
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

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

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Establish a culture of *Professional Curiosity*, whereby professionals explore and proactively try to understand what is happening within a family or for an individual, rather than making assumptions or taking a single source of information and accepting it at face value.
- Include opportunities in the PSHE (Vision) curriculum for children to develop the skills they need to recognise and stay safe from abuse.

3. Governor Responsibilities

We will follow the procedures set out by the Gloucestershire Safeguarding Children Partnership and take account of guidance issued by the Department for Education to ensure that all members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection Policy together with a Code of Conduct and Confidential Reporting Procedure
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training. KCSiE (2023) states that, "Schools and colleges should inform shortlisted candidates that online searches may be done as part of pre-recruitment checks."

- The school has procedures for dealing with allegations of abuse against staff and volunteers. Also, procedures for making a referral to the Disclosure & Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, (or would have had they not resigned).
- At least two senior leaders have Designated Safeguarding Lead (DSL) responsibility
- On appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every two years
- All other staff have Safeguarding training updated as appropriate and Child Protection training every 3 years
- Any weaknesses in Child Protection are remedied immediately
- A member of the Governing Body is, usually the Chair or Vice Chair, is nominated to liaise with the local authority on Child Protection issues and in the event of an allegation of abuse made against the Head Teacher
- Child Protection policies and procedures are reviewed annually and that the Child Protection Policy is available on the school website
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE)
- Governors in maintained schools are required to have an enhanced DBS check. It is the responsibility of the governing body to apply for the certificate for any governors who do not already have one (KCSiE 2023)
- Governance is not a regulated activity relating to children, so governors do not need a children's barred list check unless, in addition to their governance duties, they also engage in regulated activity (KCSiE 2023)
- Schools should also carry out a section 128 check for school governors, because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school (KCSiE 2023)
- The DSL, Miss S J Porter, is a member of the Senior Leadership Team. The Deputy DSL's, Miss S Bird and Mrs S Taylor, are members of the Senior Leadership Team. These staff members have undertaken the relevant training, and, upon appointment will undertake 'DSL new to role' training followed by biannual updates
- The DSLs who are involved in recruitment, and at least one member of the governing body, will also complete safer recruitment training to be renewed every 5 years
- All Governors receive appropriate safeguarding and child protection (including online) training at

induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated. Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school Child Protection Policy so that they know who to discuss a concern with
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- Staff receive training on the expectations, applicable roles and responsibilities in relation to online filtering and monitoring. The designated safeguarding leads take lead responsibility for understanding the filtering and monitoring systems and processes in place. The Department for Education's filtering and monitoring standards (DfE, 2023b), guides the practice that the Designated Safeguarding Leads and the ICT Technician follow.
- All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse
- All members of staff, volunteers, and governors understand that early identification and sharing of concerns is vital.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy
- The school's Lettings Agreements will seek to ensure the suitability of adults working with children on school sites at any time. KCSiE (2023) states that, "Schools should follow their safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO) when responding to allegations relating to incidents occurring when an individual or organisation uses a school's premises."
- Community users organising activities for children are aware of the school's child protection guidelines and procedures
- We will ensure that allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

- Our procedures will be regularly reviewed and up-dated
- The name of the designated members of staff for Child Protection, the DSL, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All new members of staff will be given a copy of our Child Protection Policy, with the Designated Safeguarding Leads' names clearly displayed, as part of their induction into the school.
- Staff members understand that Data Protection regulations are not a barrier to sharing information as there are circumstances where data can be shared without consent.

4. Supporting Pupils

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

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

5. Definitions

What is child abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as witnessing the ill treatment of others. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults or another child or children.

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 persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child

opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can be committed by adult males, adult females or 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 or shelter including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision including the use of inadequate care – givers; or the failure to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Compromised Care

Sometimes children need to be safeguarded due to the impact of factors which reduce their parent or carer's ability to care for them. This can have severe consequences for the child if it is not identified or no action is taken.

Compromised care may arise due to:

- **Domestic Violence and Abuse**

The Domestic Abuse Act 2021 defines Domestic Abuse as,

'Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/ or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.'

Controlling behaviour

Is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim. "Home Office. Domestic violence and abuse: new definition (2013)"

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

- Alert to the relationship between domestic violence and abuse and the violence, abuse and neglect of children
- Aware that witnessing domestic violence and abuse constitutes harm to a child or young person.
- Aware there is clear evidence that domestic violence and abuse increases the risk of harm to children.

- **Mental health illness of parent or carer**

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

- **Drug or alcohol misuse of parent or carer**

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

- **Learning disability of parent or carer**

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

- **Fabricated or induced illness (FII)**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy. Munchausen's syndrome, also known as factitious disorder, is a condition where a person pretends to be ill or causes illness or injury to themselves. Healthcare professionals in the UK prefer to use the term fabricated or induced illness, or factitious disorder imposed on another. This is because the term Munchausen's syndrome by proxy places the emphasis on the person carrying out the abuse, rather than the victim. The term Munchausen's syndrome by proxy is still widely used in other countries. The term FII covers a wide range of cases and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

- **Persistent offending behaviour of parent or carer**

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

6. Allegations Management

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

[Allegations Against Staff or Volunteers \(proceduresonline.com\)](http://proceduresonline.com)

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

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

7. Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) (working with the Head Teacher where appropriate) has responsibility for the following:

- Referring a child if there are concerns about possible abuse, to the *GSCB*, and acting as a focal point for staff to discuss concerns. Referrals should be made following a telephone call using the Multi Agency Referral Form (MARF)¹.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college **within five days**.
- Ensuring that an indication of the existence of the additional file above is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Local Authority Children's Social Care Team.
- Organising child protection induction, and update training every 3 years, for all school staff.
- Providing an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).

¹ Check with your LA for local alternatives

8. The Safeguarding Referral Process

Somebody has safeguarding concerns about a child
If a professional, Governor or volunteer has a concern about the well being of a child (or unborn baby), then that professional should:
1. Consult with Designated Safeguarding Lead and complete a Blue Form
The concerns should be discussed straight away with the Designated Safeguarding Lead, or Deputy DSL, to help clarify the nature of their concerns and the concerns should be logged on a Blue Form . At this point, the DSL will refer to any previous safeguarding information regarding the child. If the Designated Safeguarding Lead feels that the child is in immediate danger, they will call 999. If they feel that the child may be at risk of harm, the DSL will contact MASH Team (Front Door) for advice. MASH - Multi agency safeguarding hub Gloucestershire Safeguarding Children's Partnership If the Designated Safeguarding Lead is advised to make a referral to MASH Team, a Multi-Agency Referral Form (MARF) will be submitted online.
Resolving professional difference (escalation policy)
Remember to use the 'resolution of professional difficulties (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for the child. https://www.gloucestershire.gov.uk/media/2103923/escalation-of-professional-concerns-guidance-january-2021.pdf Advice about procedural issues including using the resolving professional differences procedures can be obtained through the Gloucestershire MASH Team Mon-Fri 01452 426565 For out of hours social work advice please contact the Emergency Duty Team

[Children and Families Front Door Service inc. Gloucestershire MASH - Operating Principles Document](#)

9. Further Information regarding Keeping Children Safe in Education

Offer of Early Help

The school has created an offer of early help which is designed to support families at the earliest opportunity. The ways in which Leckhampton can support families is listed on the school website under “Early Help Offer”. Our Head Teacher, Miss Porter, with the support of our Inclusion Lead, Mrs Pinless, coordinates pastoral support in school. They also provide training for staff and liaise with the Local Authority Early Help Team when external agency involvement is needed.

Safer Recruitment

The Department for Children, Schools and Families (DCSF) advised that from the 1st January 2010 one person on each interview panel must be accredited in Safer Recruitment by the National College of School Leadership (NCSL)/Children’s Workforce Development Council (CWDC), or from 1st April 2012 the Department for Education.

Accredited persons at Leckhampton C of E Primary School;

Miss S J Porter – Staff

Miss S Bird - Staff

Mrs S Taylor - Staff

Mrs L East – Staff

Mrs L Crabb – Governor

Mrs C Sperring – Governor

Dr L Forbes - Governor

Safer Working Practice

All staff are required to read the document “Guidance for Safer Working Practice” as part of their Leckhampton C of E Safeguarding and Child Protection Induction. Staff sign to say they are aware of the document and know how to access it for future referral. We recognise that touch is appropriate in the context of working with children, and all staff have been given ‘Safe Practice’ guidance to ensure they are clear about their professional boundary.

During the short-listing process, online searches are carried out by a Designated (or Deputy) Safeguarding Lead, as part of due diligence. The searches will be carried out on public search engines and publicly accessible social networking sites. If the Designated Safeguarding Lead finds concerning information such as inappropriate comments, images or support for any adverse social groups, the findings will be discussed with the candidate if they are shortlisted.

When the school provide references, as part of the recruitment process, or reviews references about potential candidates, the term ‘concerns/ allegations that meet the harm threshold’ will be used/ recognised as the agreed term.

KCSiE (2023) sets out guidance on when enhanced DBS checks should be completed and the checks which are to be completed when an individual works overseas or has lived outside of UK.

Whistle Blowing

All staff have copies of our school Code of Conduct and Confidential Reporting (Whistle Blowing) Procedure and this document is revisited annually during our Child Protection Refresher Training. A copy is also available for reference in the staff room.

Procedure where Honour Based Violence (HBV), Forced Marriage, Female Genital Mutilation is suspected/alleged

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

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

For more information see;

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

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

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

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

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

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

Child sexual exploitation (CSE)

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

Child Missing Education (CME)

Anyone concerned that a child is missing education (CME) can make a referral to the Education Performance and Inclusion team (EPI) at Gloucestershire County Council.

missingpupils@gloucestershire.gov.uk

Children Missing Education (CME) refers to 'any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks'.

CME also includes those children who are missing (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either

- has not taken up an allocated school place as expected, or
- has 10 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown

Any professional should alert the DSL when they suspect that a child might be missing from education. The DSL will complete a referral using the agreed LA procedures.

KCSiE (2023) states that,

“Being absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.”

All absence is reviewed by the school and clear protocols are in place for staff to follow.

Online Safety (Please separate E-Safety Policy for further information)

KCSiE (2023) states that it is essential that children are safeguarded from potentially harmful and inappropriate online material. Our whole school Online Safety Policy empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

As a school, we are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, misandry, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

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

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

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The Children and Family Court Advisory Support Service (Cafcass) guides for young people explain each step of the process, support and special measures that are available. There are

diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Children who have a family member sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO, provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers, technology and/or the internet. Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or deputy), should consider referring into the Cyber Choices programme.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Children requiring mental health support

Leckhampton C of E Primary recognises the important role that we have to play in supporting the mental health and wellbeing of our pupils. In addition to Class Teachers and Teaching Partners, children work closely with our Well-Being Teaching Partners who operate our Calm Zone (a nurturing and therapeutic space for pupils who require emotional support).

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Preventing and Tackling Bullying

Leckhampton C of E Primary School takes bullying very seriously and appreciates the misery that comes from young people being bullied. Our Preventing and Tackling Bullying Policy is available on the school website.

Gender Identity and Sexuality

Leckhampton C of E Primary School believes that Relationship and Sex Education should meet the needs of all pupils regardless of their developing sexuality and gender identity and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. The school liaises with parents on this issue to reassure them of the content and context.

Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

Violence against Women and Girls (VAWG)

If professionals become aware that a child is being subjected to violence, they should always follow their child protection process. Professionals should note that male victims will receive the same access to protection.

Domestic Violence and Abuse

If professionals become aware that a child or young person is witnessing domestic violence and abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Violence and abuse falls into this category.

Preventing Radicalisation: The Prevent Duty

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

Although serious incidents involving radicalisation have not occurred at Leckhampton Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the wider community.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Leckhampton C of E Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. The School seeks to protect children and young people against the messages of all violent extremism.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Leckhampton C of E Primary School is Miss S J Porter.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Prejudice Based Abuse or Hate Crime

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Gender
- Age
- Sexual orientation
- Living situation – i.e. Homeless
- Association with an alternative sub culture

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- Threatened or actual physical assault
- Derogatory name calling, insults, for example racist jokes or homophobic language
- Hate graffiti (e.g. on school furniture, walls or books)
- Provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- Distributing literature that may be offensive in relation to a protected characteristic
- Verbal abuse
- Inciting hatred or bullying against pupils who share a protected characteristic
- Prejudiced or hostile comments in the course of discussions within lessons
- Teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- Refusal to co-operate with others because of their protected characteristic, whether real or perceived
- Expressions of prejudice calculated to offend or influence the behaviour of others
- Attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- Clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- Taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- Providing regular reports of these incidents to the Governing Body
- Ensuring that staff inform the Head Teacher by formally recording incidents
- Dealing with perpetrators of prejudice based abuse effectively

- Supporting victims of prejudice based incidents and hate crimes
- Ensuring that staff collectively monitor the success of preventative strategies being adopted to address bullying and prevent it happening again

Child on Child Abuse

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Leckhampton C of E Primary School has put in place safeguards to reduce the likelihood of child on child allegations. These safeguards include a clear focus on our core values of compassion, respect, responsibility and perseverance, set alongside a clear and concise behaviour policy which sets out the School's expectations and consequences for unacceptable behaviour. Staff have positive professional relationships with all pupils and there is significant staff presence during the school day. The School seeks to educate all pupils on healthy relationships through the curriculum, however we recognise despite this we need to be alert to child on child abuse.

All staff are aware of how to manage child on child abuse allegations through our *Child on Child Abuse Policy*.

Private Fostering

Private fostering is when a child or young person aged under 16 (or under 18 if they are disabled), is cared for and provided with accommodation for 28 days or more by an adult who is not a close relative. A close relative is an aunt, uncle, step-parent, grandparent or sibling, but not a cousin, grand aunt/uncle or a family friend.

What situations can be classed as private fostering?

Private fostering covers a diverse range of situations. Here are some of the most common:

- Children sent to this country for education or health care by birth parents living overseas.
- Children living with a friend's family as a result of parental separation, divorce or arguments at home.
- Teenagers living with a family of a boyfriend or girlfriend.
- Children whose parents' study or work involves unsociable hours, which make it difficult for them to use ordinary day care or after school care.

Local Authority Children's Social Care is not involved in making private fostering arrangements but is responsible for checking that the arrangements are suitable for the child. As professionals it is important for us to notify Local Authority Children's Social Care if we are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly. Staff should refer any concerns to the DSL.

Sexting

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Young people may also call it:

- Cybersex
- Sending a nudie, picture or selfie

'Sexting' is often seen as flirting by children and young people who feel that it's a part of normal life.

NSPCC online information 2015

Where staff have concerns regarding a child accessing or sending images, they should contact the DSL immediately for further advice.

Child criminal exploitation: county lines

“County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.”

HM Government definition, 2018

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

A young person’s involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person’s lifestyle should be discussed with them.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls and/or having multiple handsets
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being.

If a member of staff has any concerns that a child is displaying any of the above indicators or is at risk of criminal exploitation, they will speak to the DSL and local safeguarding procedures will be initiated.

If staff are worried that a vulnerable person is at immediate risk of harm they should also contact the police: the local public protection officer or, in the case of a child, local children’s protection officer.

Consideration will also be given to referring any young person or adult you suspect of being a potential victim of trafficking or modern slavery to the National Referral Mechanism (NRM). Any referral should be after appropriate safeguarding steps have been taken and in light of multi-agency discussions.

Trafficking

Article 3 of the *Palermo Protocol To Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000)* (ratified by the UK on 6 February 2006) defines trafficking as:

“Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the

consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

The two most common terms for the illegal movement of people – ‘trafficking’ and ‘smuggling’, are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter the country illegally, after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. However, there is a difference between adult and child trafficking – where the victim is a child neither coercion nor deception need to be present for the child to be considered trafficked. On arrival in the country of destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered or sold.

Wherever staff or volunteers come into contact with a child who has arrived unaccompanied in the country and is not in contact with Children’s Social Services or a child who is accompanied, but for whom they have concerns regarding their welfare or safety, they should consult the DSL immediately.

Gangs and Youth Violence

Schools, both primary and secondary have a duty and a responsibility to protect their pupils and students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime.¹ Dealing with violence also helps attainment.²

While pupils and students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any educational establishment. Schools and colleges are places where important interventions can take place to prevent violent behaviour, including more serious violence such as young people carrying a knife, and violence that takes place in the community.

Whilst schools and colleges may face different specific challenges and operate in different contexts, many of the issues they face will be similar be they in urban or rural areas.

“Addressing youth violence and gangs” Home Office

Where a member of staff suspects that violence may be occurring no matter how low level, the DSL should be consulted immediately.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are 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 a 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.

The likelihood of involvement in serious violence may be increased by factors such as:

- Being male
- Having been frequently absent, or permanently excluded, from school
- Having experienced child maltreatment and having been involved in offending, such as theft or robbery

Medication

The school has a number of policies to support the use of medication in school and supporting pupils with long term medical illnesses. These are;

- Administering Medicines Policy and Protocol
- Supporting pupils with medical conditions in school.
- Intimate care plans

Staff receive regular first aid training and there are a number of staff who have received specific training to undertake the role of first aiders in school. Where pupils have specific needs, these will be identified on a plan, agreed with both the child and parents.

Multi Agency Public Protection Arrangements - MAPPA

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

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

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

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

Multi Agency Risk Assessment Conference - MARAC

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

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

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

10. Monitoring And Evaluation

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

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of GB minutes
- Safeguarding Governor termly visits
- Annual Head Teacher report to the Governors
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires