

Westbury-on-Severn CE Primary School

Child Protection and Safeguarding Policy

2019

School details

Governors' Committee Responsible:	Full Governing Body
Governor Lead:	Frances Down
Designated Safeguarding Lead:	David Crunkhurn - Head Teacher
Deputy Safeguarding Leads:	Mrs Leanne Roseblade-Bargh & Mrs Rachel Sim
Prevent Single Point of Contact:	David Crunkhurn - Head Teacher
Status & Review Cycle:	Statutory Annual
Ratified by Full Governing Body:	October 2019
Next Review Date:	September 2020

1.0 Introduction

- 1.1 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' March 2015. The guidance reflects, 'Keeping Children Safe in Education' Sept. 2019.
- 1.2 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.
- 1.3 We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern and everyone's responsibility.
- 1.4 As a Church School, all staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the spiritual, social, physical and moral development of the individual child, within an environment that is grounded in Christian values and the teachings of Jesus, which promote the need for utmost care and protection of children and vulnerable people.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

- 1.5 The aims of this policy are:
- 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (See Appendices 1 and 2)
 - 1.5.4 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.
 - 1.5.5 To emphasise the need for good levels of communication between all members of staff.
 - 1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
 - 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
 - 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a central record is kept for audit. (See Appendix 4)

2.0 2. Safe School, Safe Staff

- 2.1 We will ensure that:
- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
 - there is a Child Protection policy together with a staff behaviour (code of conduct) policy;
 - 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;
 - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
 - a senior leader has Designated Safeguarding Lead (DSL) responsibility;
 - on appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years;
 - all other staff have Safeguarding training updated as appropriate;
 - any weaknesses in Child Protection are remedied immediately;
 - a member of the Governing Body is, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher;
 - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means;
 - 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), through sex and relationship education (SRE) and as part of e-safety curriculum.
 - 2.1.2 The Lead DSL, Mr David Crunkhurn, is the Head teacher. The Deputy Designated Safeguarding Leads are Mrs Rachel Sim and Mrs Leanne Roseblade-Bargh. These Officers have undertaken the relevant training.

- Additional Officers will undertake 'DSL new to role' training followed by biannual updates as the school requires these new officers. The DSL and DDSL will always be available to discuss safeguarding concerns.
- 2.1.3 The DSL's who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 3 years.
 - 2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
 - 2.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
 - 2.1.6 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.
 - 2.1.7 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.
 - 2.1.8 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, and reference to it in our newsletters.
 - 2.1.9 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
 - 2.1.10 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
 - 2.1.11 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO² 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)³ 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.
- 2.2 Our procedures will be regularly reviewed and up-dated.
 - 2.3 The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
 - 2.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
 - 2.5 The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school newsletter and website.

3.0 Responsibilities

- 3.1 The designated DSLs are responsible for:
 - 3.1.1 Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF).⁴
 - 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - 3.1.3 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.

² LADO Local Authority Designated Officer for allegations against staff. Nigel Hatten (01452 426994)

³ Contact the LADO for guidance in any case

⁴ Check with GLOS LA for local alternatives

- 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- 3.1.5 Liaising with other agencies and professionals.
- 3.1.6 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.
- 3.1.7 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 Social Care Team.
- 3.1.8 Organising child protection induction, and update training every 3 years, for all school staff.
- 3.1.9 Providing, as part of the Head's Report for the governing body, details of 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 with a child protection plan (anonymised) as the need arises.

4.0 Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all children by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 4.4.2 Promoting a caring, safe and positive environment within the school.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4 Notifying Social Care as soon as there is a significant concern.
 - 4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.⁵
Fears about sharing information under GDPR regulations **must not** stand in the way of the need to promote the welfare, and protect the safety, of children.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

⁵ Guidance about sharing information, can be found in the DfE booklet 'Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers.' (July 2018)

- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with *Forest Referral and Assessment Team*.

6.0 Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

7.0 Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of Gloucestershire Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.⁶
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher⁷.
- 7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.
- 7.8 The school will follow the Gloucestershire procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- 7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.
- 7.12 Management of allegations against staff will be in line with the guidance set out in Part 4 of 'Keeping Children Safe in Education' (KCSiE) 2018, para 188-239).

⁶ Refer to "Guidance for Safer Working Practice for those working with children and young people in education settings" Oct 2015

⁷ or Chair of Governors in the event of an allegation against the Headteacher

8.0 Whistle-blowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- 8.3 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

9.0 Physical Intervention

- 9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Handling technique.
- 9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.5 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.⁸

10.0 Anti-Bullying

- 10.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.
- 10.2 Training on the Church of England's Guidance in the publication 'Valuing all God's Children' (May 2014) has been undertaken by the Head Teacher and disseminated to all staff. This deals with issues relating primarily to homophobic bullying.

11.0 Racist Incidents

⁸ 'Guidance for Safer Working Practice for those working with children and young people in education settings' Oct 2015

- 11.1 Our school acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

12.0 Prevention

- 12.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The school community will therefore:
- 12.2.1 Write, publish and maintain a statement of an offer of early help, in order to provide early intervention should a matter of safeguarding or child protection be raised by a member of the school or wider school community (See Appendix 3);
 - 12.2.2 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
 - 12.2.3 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes;
 - 12.2.4 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficult;
 - 12.2.5 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel;
 - 12.2.6 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

13.0 Health & Safety

- 13.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

14.0 Children missing from Education

- 14.1 All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.
- 14.2 Staff are aware of the school's unauthorised absence and children missing from education procedures and follow the guidance for Gloucestershire Local Authority.

15.0 Children with SEND - contextual safeguarding

- 15.1 When considering the special educational needs and disabilities (SEND) of pupils, especially when considering SEND in relation to behaviour or mental health, all staff will pay due regard and attention to guidance set out in this policy. It should not be assumed that SEND is always associated with safeguarding or child protection concerns, but for the safety and interest of the child, it must be considered, as children with SEND and/or EHCP (Education Health Care Plan) will be considered vulnerable. Therefore, any safeguarding or child protection concerns must be logged and discussed with the Designated Safeguarding Lead, who is the Head teacher, or the Deputy Designated Safeguarding Leads, one of whom is also the school SENCO.
- 15.2 Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

16 Monitoring and Evaluation

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

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

This policy also links to our policies on:

Behaviour,

Safer Working Practices

Safeguarding

Confidentiality

Whistleblowing,

Anti-bullying,

Health & Safety

Attendance,

Teaching and Learning

Drug Education

Sex and Relationships Education

Physical intervention

e-Safety, including staff use of mobile phones

Intimate Care

Appendix one

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship, the child may:

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- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Fabricates the symptoms of, or deliberately induces illness in a child
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Type of Neglect:	Possible signs:	What we might do:
Passive Neglect	<ul style="list-style-type: none"> • No boundaries, no care for children • Debt • Poor health • Poverty • Poor housing • Depression • Alcohol misuse • Possible victim of domestic abuse • Lack of family support • Feeling overwhelmed by circumstances 	<ul style="list-style-type: none"> • Never do nothing • Support with a few practitioners as too many can overwhelm. • Build up self-esteem of parents • Multi-agency working to support family and monitor progress. Family Support Worker or Early -help co-ordinator may help.
Chaotic Neglect	<ul style="list-style-type: none"> • Children come second to parents needs • Parents needs come first • Poor parenting resulting from no positive parenting role-model • Parents has little understanding of the needs of their own children • Active and demanding but chaotic and unpredictable 	<ul style="list-style-type: none"> • Challenge impact of current behaviour • Intensive support, avoiding a 'start-again' syndrome • Be mindful of 'disguised compliance' • Parenting programmes, mentoring and coaching • Family Support worker / community support worker • Escalation to social care where no significant improvement seen
Active Neglect	<ul style="list-style-type: none"> • Deliberate and intentional • Danger of escalating abuse and violence • Might be linked to jealousy of a previous partner or reminder of a past relationship • High professional status • Linked to power and control • Excitement from being dominant • Linked to domestic abuse • No social class bias 	<ul style="list-style-type: none"> • Confront and protect • Police and social care may need to be involved • Injunctions may be needed to remove the perpetrator from the home- or children may need to be removed • Focusing on levels of risk and reducing it • In some cases, may need to take urgent action to protect children

Where suspected, staff will use the Gloucestershire neglect toolkit to may early identification of neglect and liaise with the DSL to form a strategy to support pupils and their families or make a referral to social care.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Peer on peer abuse

Staff recognise that children are capable of abusing their peers. The Governing Body ensures that procedures to minimise the risk of peer on peer abuse are implemented and sets out how allegations of peer on peer abuse will be investigated and dealt with. Peer on peer abuse can take different forms: this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. The school makes it clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Domestic abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and/or emotional.

DSL has received training on ways in which to support those involved through agencies such as Gloucestershire Domestic Abuse Service (GDASS).

www.gdass.org.uk www.gov.uk/guidance/domestic-violence-and-abuse

The Hollie Gazzard trust are working alongside GDASS to support teenagers who may have been subject to relationship abuse.

Information on Domestic Abuse, its effects on children and how to seek help, has been made available on the school website.

Prevent Duty

The school has due regard to the need to prevent people from being drawn into terrorism ("the Prevent Duty"), as part of or wider safeguarding duties. We promote fundamental British Values; challenging extremism within a safe place.

Staff receive training through the CHANNEL program in order to recognise the signs of radicalisation and how to act upon them.

The school community will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know where there is an adult in the school whom they can approach if they are worried or in difficulty.

Child criminal exploitation - County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (**national crime agency human-trafficking**) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Sexual violence and sexual harassment

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

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

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²¹ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part 1 of KCSiE 2018 guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Other support services

Gangs and Youth Violence

Contact the Avenger Task Force at Gloucestershire Constabulary.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Gender-based Violence/Violence against Women and Girls (VAWG)

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

Honour Based Violence

The police have made a high priority to help communities tackle this and hate crime. Honour Network Helpline 0800 599247

Mental Health

We take the mental health of our children and families seriously. We have implemented the Thrive Approach and also access outside agencies to support children and their families, including: TIC+, Family Lives and CYPs.

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Private Fostering

A private arrangement between a child's parent and the foster parents. Children are privately fostered if they live with someone for 28 days or more, or are placed with the intention that they will stay for 28 days or more.

Private fostering applies to children under 16 years of age (or 18 if they are disabled) and doesn't include arrangements made between close relatives. A close relative is an aunt, uncle, step-parent, grandparent or sibling, but not a cousin, great aunt/uncle or a family friend.

The law requires the private foster carer to notify the Local Authority of the agreement at least 6 weeks before the arrangement or within 48 hours of the child's arrival if it is an emergency placement.

If our school becomes aware of a private fostering arrangement, we will contact the

Children and Families Helpdesk (01452 426565) to ensure that the LA have been notified.

<http://www.gloucestershire.gov.uk/privatefostering>

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Preventing Radicalisation (see sub-section below)

<https://www.gov.uk/government/publications/channel-guidance>

Sexting

www.ceop.police.uk

Teenage Relationship Abuse <https://www.gov.uk/government/collections/this-is-abuse-campaign>

Trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Appendix two

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Staff receive training through the Home Office program in order to know how to respond appropriately to suspicions of FGM and how to act upon them.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Appendix three

Supporting children - Offer of Early Help

At Westbury-on-Severn CE Primary School we recognise that by supporting families in need as early as possible we may help to avert a more serious incident or situation arising for the child in our care.

Our school will support all children by:

- Providing a supportive caring ethos where children are treated as individuals and their difficulties treated sensitively and they are kept safe
- Listening and responding to children's concerns
- Talking to children and asking if everything is all right for them
- Building up positive relationships with parents so they feel able to ask for help and school feels that speaking with them would help matters for the child.
- Responding to non-verbal communication such as anti-social behaviour
- Providing particular opportunities for children to express their concerns
- Employing a Family Support Worker to support the child and the family
- Monitoring the use of Pupil Premium spending and keeping a reserve for support that may need funding
- Using a 'Bother Box' for children to be able to ask for help discretely
- Talking to each other as a staff to ensure we have a full picture of any difficulties a family might be facing.
- Running concerns past a social worker for advice
- Using the CYPS team helpline
- Finding suitable, accessible parenting courses
- Calling in external agencies, including Social Services, Family Lives, Teens in Crisis, Domestic Abuse Support, Winston's Wish, Toucan, Behaviour Support to provide early intervention and support
- Providing Safeguarding training in line with Gloucestershire guidelines
- Offering preventative signposting
- Holding 'Team Around the Child' meetings as appropriate
- Working with the Multi-Agency Working Hub
- Supporting families through the CAF or EHC process through our FSW and/or SENDCo
- Encouraging positive characteristics such as resilience and perseverance that develop self-esteem.
- Being proactive in dealing with any accusations or incidents of bullying
- Being a 'Telling' School where children understand that it is right to ask for help if they are in trouble or worried about bullying, abuse or any other concern.
- Working with other agencies towards a positive outcome
- Signing up for the Safeguarding Children's Boards' alerts
- Developing the notion that everyone is special and deserves to be treated well
- Keeping written logs where there may be a slight concern so that any patterns can be identified and tackled before things escalate

Useful advice and information can be found online, including:

-
- www.gov.uk www.gscb.org.uk
- www.glosfamiliesdirectory.org.uk
- www.nspcc.org.uk
- www.tes.com

Local Authority Offer of Early Help

-
- An Early Help Hub is being developed in the locality. Services involved include the Family Information Service (access to online directory of services www.glosfamiliesdirectory.org.uk). Through the Early Help hub, the school will be able to access Forest Families First Plus to support families.

This Early Help offer cross references with the vision statement of the school:

- which provides outstanding and creative education in a Christian setting;
- which has a dedicated and hard-working staff, working in partnership with parents to provide an environment where children grow and have a thirst for their learning;
- where children enjoy a rich and exciting curriculum with a wide range of additional artistic musical and sporting activities for all ages;
- where all feel valued and where all are learning to care for one another;
- where the leadership of the school is supported by an effective and highly ambitious Governing Body, which oversees all aspects of school life;
- which the Local Authority and Gloucester Diocese consider to be a dynamic partner and performance leader amongst schools of similar size and type.

The school's Christian ethos and values and the following policies:

Safeguarding

Anti- bullying

Racial Equality

Gender Equality

Confidentiality

CPSHE

Equal Opportunities

Behaviour

Health and Safety

Drugs Education

Relationship and Sex education



Westbury-on-Severn CE Primary School

Self-Disclosure for Existing Workers to Share any Convictions / Cautions / Disqualifications etc

TO BE COMPLETED ANNUALLY

Confidential

Declaration of Criminal Record and Other Relevant Information

Positions Exempt from the Rehabilitation of Offenders Act 1974

As stated on your application form when you originally applied for your post, because of the nature of the duties the post holder is expected to undertake, you are required to disclose details of any criminal record. The position in which you are working is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions, court orders, reprimands and final warnings on your record need to be disclosed.

Only relevant convictions and other information will be taken into account so disclosure need not be a bar to continuing in your position.

If you declare your criminal record and / or other information and we believe this to have a bearing on the requirements of the post, we shall arrange to discuss the matter with you before any final decision is taken in relation to your role.

If you have any concerns or queries about filling in this declaration please contact the Headteacher.

You should be assured that the information you give will be kept securely and in accordance with the requirements of the Data Protection Act (ie once no longer required your Self-Disclosure form will be confidentially destroyed). Only the people directly responsible for making the decision will be informed of disclosed information on a need-to-know basis.

.....

1. Have you been arrested, cautioned, convicted or reprimanded since completing your last enhanced CRB/DBS Disclosure check?

Yes / No (please delete as applicable)

If yes, please give details

- 1a. Is your name included on the 'Disclosure and Barring Service (DBS) Children's Barred List' or the equivalent Welsh, Northern Irish or Scottish Lists as someone unsuitable to work with children?

Yes / No (please delete as applicable)

If yes, please give details.

2. Have you received any convictions, cautions, court orders relating to the care of children, reprimands or warnings or other grounds for disqualification from the appointment under the Childcare (Disqualification) Regulations 2016 NB – disqualification is not the same as being barred by the DBS and includes:-

- being cautioned for or convicted of certain violent and sexual criminal offences against children and adults;
- grounds relating to the care of children (including where an order is made in respect of a child under the person's care);
- having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;

Yes / No (please delete as applicable)

If yes, please give details

3. Do you live in a household where any person has received any convictions, cautions, court orders, reprimands or warnings or other grounds for disqualification (same as above) from the appointment under the Childcare (Disqualification) Regulations 2016 e.g is anyone in your household subject to Multi-Agency Public Protection Arrangements (MAPPA) or on a Sex Offenders Prevention Order (SOPO) or the Sex Offenders Register (SOR) or have they ever been?

Yes / No (please delete as applicable)

If yes, please give details

I certify that the information given by me on this self-disclosure form is true to the best of my knowledge and I understand that if subsequently I am found to be materially incorrect, my employer will be entitled to terminate my employment without notice.

Name (please print clearly):

Signed:

Dated:

Please return your completed declaration in a sealed envelope to the Headteacher or Chair of Governors (if appointment is for the position of Headteacher) marked Private and Confidential.