



CHILD PROTECTION POLICY FOR BARNWOOD PARK SCHOOL

Date of Policy October 2020

Date of Next Review October 2021

Approved by Governors 12.11.2020

Staff Responsible: Designated Safeguarding Lead

Reference: Community Committee

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CHILD PROTECTION POLICY FOR BARNWOOD PARK SCHOOL

1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education – DfE, 2020)

Section 175 of the Education Act 2002 gives schools a statutory duty to promote and safeguard the welfare of children. The staff at Barnwood Park School recognise their legal duty to protect children from harm and to respond to child abuse. It is the responsibility of *all* staff to report concerns to the Gloucestershire Children and Families Services Helpdesk and not to decide whether it is or is not child abuse.

This Child Protection policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2020)
- The Whistle Blowing Policy
- the school Behaviour and Relationships policy
- the Staff Code of Conduct
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex B of KCSIE)
- the Special Educational Needs and Disability policy

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Definition

Safeguarding means proactively seeking to involve all stakeholders in keeping children safe and promoting their welfare.

Child Protection is a central part of safeguarding and promoting welfare. It is the process of protecting individual children identified as either suffering, or at risk of suffering, harm as a result of abuse or neglect. (Children's workforce development council).

2. Statutory framework

There is government guidance set out in [Working Together \(HMG, 2018\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the [Gloucestershire Safeguarding Children Board \(GSCB\)](#).

In Gloucestershire, the statutory partners are Gloucester County Council, Gloucester Police and the Clinical Commissioning Groups covering the county.

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are attendees of the school.

Our school works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

[Keeping Children Safe in Education \(DfE, 2020\)](#)

[Working Together \(HMG, 2018\)](#)

Education Act (2002)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Children and Social Work Act (2017)

[Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

[Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)

[Data Protection Act \(2018\)](#)

[What to do if you're worried a child is being abused](#) (HMG, 2015)

[Searching, screening and confiscation](#) (DfE, 2018)

Children Act (1989)

Children Act (2004)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)

[Preventing youth violence and gang involvement \(Home Office, 2015\)](#)

[Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\)](#)

[Teaching on-line safety in schools \(DfE, 2019\)](#)

[Transforming Children and Young People's Mental Health Provision: a Green Paper](#)

3. Roles and responsibilities

This information is summarised in Annex A

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

The governing body

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governor for safeguarding arrangements is named on the front cover of this document. This governor takes leadership responsibility for safeguarding arrangements in our school. The governing body ensures there is a named designated safeguarding lead and at least one deputy safeguarding lead in place (also named on the front cover).

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures our students are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. Since September 2019, our school has worked in accordance with new government regulations which make the subjects of Relationships Education (for primary age children) and Relationships and Sex Education (for secondary age students) and Health Education (for all students in state-funded schools) mandatory from September 2020.

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding Lead (and Deputy)

The Designated Safeguarding Lead (DSL) in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a

source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Gloucester Children's Social Care (Multi Agency Service Hub) are made in accordance with current set procedures. They work with the local authority and other agencies as required.

If for any reason the DSL is unavailable, the Deputy Designated Safeguarding Lead (DDSL) will act in their absence. In the highly unlikely event that either the DSL or DDSL are available in school, there are two Safeguarding Leads who are available to support in their absence along with the Head Teacher.

The Head Teacher

The Head Teacher works in accordance with the requirements upon all school staff. In addition, he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

All School Staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the DSL (or DDSL) – they do not assume that others have taken action.

4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2020) defines abuse as the maltreatment of a child.

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children”

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school staff are aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Appendix E provides more detail about the four main types of abuse and other factors that can cause harm to children.

Peer-on-Peer Abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals. Peer-on-peer abuse in relation to gender issues can also occur. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. At Barnwood Park School, peer-on-peer abuse will not be tolerated or passed off as 'banter' or 'part of growing up'. A child will not be asked to 'ignore' the behaviour and all incidents will be investigated in line with our conflict and bullying policy.

Barnwood Park School will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour and recording such language as 'hate incidents'
- Continually reviewing our PSHE curriculum to ensure our students are informed about appropriate behaviour, and consent
- Ensuring students know they can talk to staff confidentially through assemblies and the delivery of PSHE
- Ensuring staff are trained to understand that a child harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

For further information about the prevention of and response to peer-on-peer abuse, please see the Behaviour and Relationship Policy and the Conflict and Anti-bullying Policy.

Serious Violence

All staff are aware of indicators that may signal that a child is at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

Children with Special Educational Needs and Disabilities

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

Children Missing from Education

All children, regardless of their age, ability, aptitude and any special or additional educational needs they may have, are entitled to a full-time education. Our school recognises that a child missing from education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency ([Education and Inclusion Service](#), Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

Our school must inform the local authority of any student who has been absent without school permission for a continuous period of 10 days or more. For students who are known to be vulnerable or at risk, we may notify the local authority sooner than this, especially if there are known safeguarding concerns.

For further information about our school response to children who are missing education, please see the Attendance Policy.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. The definition of Child Sexual Exploitation (CSE) by the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The DSL will lead on these issues and work with other agencies as appropriate.

Child Criminal Exploitation(CCE)

Child Criminal Exploitation (CCE) is a geographically widespread form of harm which is a typical feature of county lines criminal activity County lines is when drug networks or gangs groom and exploit children to carry drugs and/or money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to CCE.

- **Contextual Safeguarding**

- Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family and their lived experience.

- Domestic Abuse

- Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

- **OPERATION ENCOMPASS**

- This is a scheme rolled out by Gloucestershire Police in conjunction with Gloucestershire Safeguarding Children's Board (GSCB). This scheme is designed to alert schools as soon as possible if a child has been present in a household where an incident of domestic abuse has been reported to the police
- Notification of an incident does not mean that the child witnessed or was present during the incident but if they are the Encompass Lead will inform whoever is receiving the child what has happened so they can be carefully received in school

REMEMBER - everyone is able to complete a DASH (Domestic Abuse, Stalking and Harassment and Honour Based Abuse) form and a specific form is available for young people to complete:

- www.gscb.org.uk/i-work-with-children-young-people-and-parents/issues-affecting-children-and-young-people/domestic-abuse/
- The Operation Encompass Flowchart can be seen in the Child Protection and Safeguarding manual in Appendix E.

So-Called 'Honour-Based Abuse' (including Female Genital Mutilation and Forced Marriage)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and is a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion are used and is a crime. Our staff understand how to report concerns where this may be an issue.

Prevention of Radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the PREVENT duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme that focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our school works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate.

5. Procedures

Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans that provide additional support (through a ‘child in need’ or a ‘child protection’ plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL or, in their absence, the DDSL.

All action is taken in accordance with the following guidance

- Gloucester Safeguarding Children Board guidelines (GSCB, 2020)

- Gloucestershire’s Levels of Intervention Guidance – Working Together to Provide Early Help, Targeted and Specialist Support for Children (including the unborn) and Families in Gloucestershire (GSCB 2020)
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school **must** refer any concerns to the DSL or DDSL. Where there is risk of immediate harm, concerns will be referred by telephone to the Children’s Helpdesk (Multiagency Service Hub) and / or the Police. The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children’s Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children’s Helpdesk and / or Gloucester Police for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the DSL.

If, for any reason, the DSL or DDSL are not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the names of the DSL and DDSL and how to share concerns with them.

Procedural flowcharts can be viewed in Appendix E.

6. Training

The DSL and DDSL undertake Level 3 child protection training at least every two years. The Head Teacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Gloucester Safeguarding Children Board (GSCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the DSL and DDSL also undertake training in inter-agency working and other matters as appropriate. Each member of the safeguarding Team will have a record of any CPD they complete over the year.

7. Professional Confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or children), or promise to keep a secret. In accordance with statutory requirements, where there is a child

protection concern, this must be reported to the DSL and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the DSL or DDSL with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and Information Sharing

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

- Any one receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record and log it on CPOMS within 24 hours of reporting the incident, noting what was seen or said, putting the event into context and giving the date, time and location the event happened (not the time and date of the record)
- If written, this record must be signed and dated and passed to DSL and/or scanned into CPOMS area for the relevant child(ren)
- File notes are kept for any child on either a child protection plan (CP) or a child designated as a child in need (CIN) or for any student monitored for child protection reasons
- These records are kept in a locked filing cabinet and electronically and/or on a secure communications system (CPOMS)

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the DSL or DDSL, who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept on an individual child protection file for that child (which is separate to the student file). All child protection records are stored securely and confidentially and will be retained for 25 years after the student's date of birth, or until they transfer to another school / educational setting.

In line with statutory guidance, where a student transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where appropriate, the DSL may also make

contact with the new educational setting in advance of the child's move there, to enable planning for appropriate support to be in place when the child arrives.

Where a student joins our school, we will request child protection records from the previous educational establishment (if none are received).

9. Interagency Working

It is the responsibility of the DSL to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and will be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need Plan, the DSL will ensure the child's school attendance, emotional well-being, academic progress, welfare and presentation are monitored. If the school is part of the core group, the DSL will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection Plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the key people working with the child immediately and then record that they have done so and the actions agreed.

10. Allegations about Members of the Workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct policy. The school works in accordance with statutory guidance and the procedures set out by the Gloucester Safeguarding Children Board (GSCB, 2020) in respect of allegations against an adult working with children in both a paid or voluntary capacity.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Head teacher (or one of the Deputy Head teachers in their absence). This role is distinct from the DSL as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.

Where the concern involves the Head Teacher, it should be reported direct to the Chair of Governors.

Procedures set out by the Gloucester Children Safeguarding Board (GSCB, 2020) require that, where an allegation against a member of staff is received, the Head Teacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on 01452 426994 within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to the child, parents and HR. The school does not carry out any investigation before speaking to the LADO.

11. Promoting Positive Mental Health and Resilience in School

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all students and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors that increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our students. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented. Barnwood Park is a Trailblazer School and is working in partnership with Young Minds Matter. A Senior Mental Health Practitioner, the School Mental Health Lead and the Safeguarding and Pastoral Team consult and triage to make sure that early interventions are available at the right level as soon as a problem arises.

12. Use of Reasonable Force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force (*see section 2*) and recognises that where intervention is required, it should always be considered in a safeguarding context.

13. Whistleblowing

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team. We have 'whistleblowing' procedures in place and these are available in the school Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/whistleblowing-helpline) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

14. Out of Hours Contact

Barnwood Park School understands that a safeguarding concern may arise outside of normal school hours. If a concern needs to be brought to the school's attention it should be sent to school using the following e-mail address:

concerns@barnwood-park.gloucs.sch.uk

This email address is monitored all year round by members of the Safeguarding Team, along with the Headteacher. This recognises the importance of concerns being logged immediately and that one should not wait until school is open before reporting their concern to external agencies if deemed appropriate. All staff at Barnwood Park are aware how to do this according to the flow chart published by GSCB and can be seen in Appendix E.

Anyone with a concern over the safety and /or wellbeing can also contact Gloucestershire Children's Services directly:

Telephone: 01452 42 65 65 (9am-5pm)

Email: childrenshelpdesk@gloucestershire.gov.uk

Outside of office hours (as stated above) you can contact the Children & Families Services Emergency Duty Team on 01452 614194

If anyone has immediate concerns for the safety of a child, the Police should be contacted immediately.

APPENDIX A

SAFEGUARDING RESPONSIBILITIES WITHIN EDUCATIONAL SETTINGS

All staff and volunteers: To create a positive culture where safeguarding is an important part of everyday life, backed up by staff training at every level.

Head Teachers and Governors: Bear the ultimate responsibility for safeguarding, ensuring that policies are in place, the Single Central Register (SCR) is up to date and that staff training is maintained.

Designated Safeguarding Lead: Contact point in handling referrals; collecting and collating relevant information.

Ofsted: Inspectors will always have regard for how well children and learners are helped and protected so that they are kept safe. In respect of safeguarding, the inspection will look at the SCR, staff training records, the culture of the school and also talk to the children.

Local Authority: see below for statutory duties:

S47 Children's Act 1989 - Local Authority's Duty to Investigate:

Where a Local Authority...have reasonable cause to suspect that a child who lives or is found in their area is suffering, or is likely to suffer, significant harm, the authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard the child's welfare.

Local Authority has a responsibility to provide services where there is actual or potential risk of significant harm.

S17 Children's Act 1989 – Provision for Children in Need

It shall be the general duty of every authority to:

- a) Safeguard and promote the welfare of children within their area who are in need and;
- b) So far as is consistent with that duty, to promote the upbringing of such children by their families

Escalation of Professional Concerns

For professionals from different agencies to work together effectively, a culture of open and honest relationships needs to exist between agencies where professional differences are welcomed by professionals who want the best service for children and young people in Gloucestershire. Occasionally situations arise when workers within one agency feel that the decision made by a worker from another agency, about a child or young person, is not a safe decision. Disagreements can arise in a number of areas so respectful, professional challenge and problem resolution are an integral part of working together to safeguard children.

The Escalation of Professional Concern interagency policy, defines the process for resolving such professional difference and should be read alongside the Gloucestershire Safeguarding Children Procedures and any relevant internal policies on escalating matters of concern. Where professionals consider the practice of other professionals is placing a child / children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals is in line with this policy:

www.gscb.org.uk/media/1521813/escalation-of-professional-concerns-guidance-final-021117-kj-v4-2.pdf

APPENDIX B

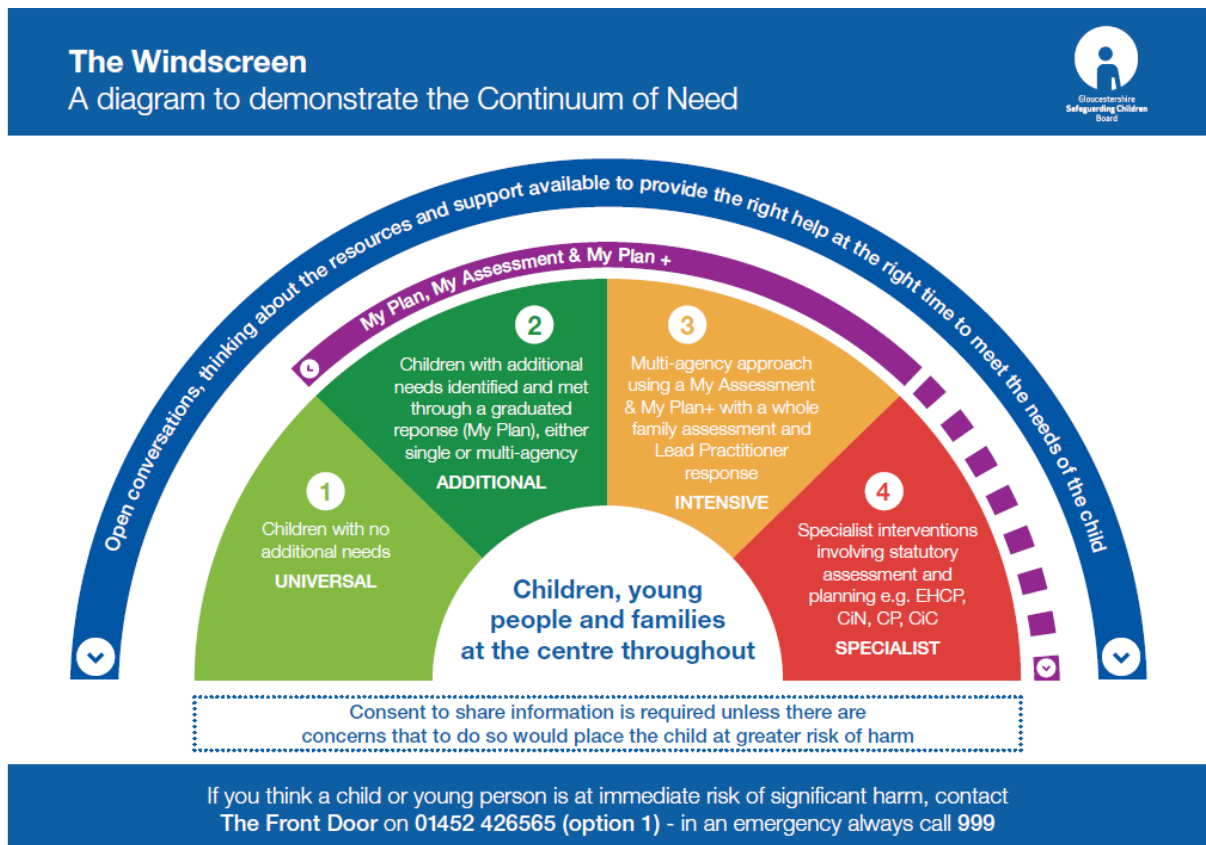
LEVELS OF INTERVENTION – WINDSCREEN DOCUMENT

Levels of Intervention act as a guide to professional decision making and are there to ensure that children, young people and families are able to access the right support to improve life chances and keep children and young people safe. They should not be seen as a barrier, but as a clear continuum across the levels of need and appropriate support to meet that need. This guidance focuses on ensuring that children are safeguarded. There may be children who have significant needs; these might be in addition to safeguarding issues and need specified needs provision and/or health services. The processes described should be similar but will not necessarily require the involvement of children’s social care and/or the Police.

For further information: please visit:

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There is information in school about your responsibility at each stage of the Levels of Intervention



APPENDIX C

GDPR in Educational Settings **The seven golden rules to sharing information**

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

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APPENDIX D

CHECKLIST FOR REPORTING SUSPECTED ABUSE

Name of Child:
Age
Any Special Factors:
What is the date of the concern? Why now? What, if anything has changed for the child to make you refer this today?
Parent's name (s)
Home address (and phone number if available)
Are you reporting your own concerns or passing on those of somebody else?
Give details
Any physical signs? Behaviour Signs? Indirect signs?
Have you spoken to the child? If so what was said?
Has anybody been alleged to be the abuser? If so, give details
Have you consulted anyone else? Give details

Disclosures from a child – Guidance on what to do

- Be accessible and receptive
- Listen carefully and ask open ended questions to clarify (e.g. who, what, when, where, how)
- Take it seriously
- Reassure the child they are right to tell
- Negotiate getting help
- Explain – that you cannot personally protect them – but will support them in telling the right people to make sure it does not happen again and that you will have to tell someone else
- Report all suspicions or disclosures immediately
- Make careful records of what was said immediately for possible court action

Disclosures from a child: do not

- **DO NOT** Jump to conclusions
- **DO NOT** Look horrified and say something speculative
- **DO NOT** Try to get the child to disclose
- **DO NOT** Accuse anyone
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- **DO NOT** Make promises you cannot keep

In this setting, we use CPOMS to record concerns. **For immediate concerns** or disclosures, find the DSL, DDSL or SLs immediately. Advice will be sought from Children's Services and or a Multi Agency Referral Form (MARF) will be submitted. In the very unlikely event that there is no DSL or DDSL present, you should contact the help desk and or submit a MARF.

Appendix E



Child Protection & Safeguarding Manual

Information from
Gloucestershire Safeguarding Children Board
GSCB

DSL: Nicola Young
DDSL: Bryan Gardner
SL: Ally Sophia & Sarah Lambden

Gloucestershire Safeguarding Children Board (GSCB)

The Gloucestershire Safeguarding Children Board is a key statutory mechanism for agreeing how the partner agencies co-operate to safeguard and promote the welfare of children and young people in Gloucestershire, and for ensuring the effectiveness of what they do www.gscb.org.uk

Safeguarding and Child Protection.

Every child and young person should be able to grow up free from fear of abuse or neglect. As far as it is within our powers and resources, we should try to ensure that every child is safe, well cared for, and able to fulfil their potential. **Every adult** in a school setting has responsibility to ensure that a culture of vigilance is in place to ensure that your safeguarding procedures are effective.

	Checklist – How do you contribute to safeguarding in your educational setting?
1	Who is the Designated Safeguarding (Child Protection) Lead (DSL)
2	Have you saved the GSCB website www.gscb.org.uk to your desktop and have you registered for GSCB alerts?
3	Have you read the Education Handbook for Safeguarding at www.gscb.org.uk/handbook ? Always work from the online version which is regularly updated.
4	Are you aware of your statutory duties for protecting children and do you know how to do this? See the school's Safeguarding & Child Protection Policy and meet with your DSL
5	Are you compliant with Keeping Children Safe in Education 2020 and have you read and understood Part 1? In our setting we regularly check understanding through a quiz. Have you signed to say that you have read and understood the document and the Safeguarding and Child Protection Policy?
6	Are you aware of the Early Help Process and do you understand your role in it? Have you read our school's offer of Early Help? Do you have an awareness of the Local Authority's graduated pathway for early help? Further information is at: www.glosfamiliesdirectory.org
7	Is the school recruiting safely? Which members of staff have training in safer recruitment?
8	Have you read Working Together 2018? This document applies in its entirety to schools: https://assets.publishing.service.gov.uk/government/uploads

DEFINITIONS OF CHILD ABUSE

For further information see NSPCC Factsheet on all types of abuse:

<https://learning.nspcc.org.uk/media/1188/definitions-signs-child-abuse.pdf>

Abuse and neglect

Abuse and neglect are forms of maltreatment; a person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of Female Genital Mutilation (FGM), children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one off event. Child abuse and neglect have major long term impacts on all aspects of the child's health, development and wellbeing.

Examples of child abuse:

- **Emotional/Psychological** - bullying (including through social networks and internet), threats, humiliation, blaming, verbal abuse, isolation.
- **Physical**- hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating.
- **Sexual** - physical contact (including penetrative and non-penetrative acts), being party to inappropriate sexual behaviour, grooming, Child Sexual Exploitation (CSE).
- **Neglect** - Failing to provide a child's basic needs (including adequate food, clothing, hygiene, supervision or shelter), ignoring health or developmental needs, stopping access to services, withholding/preventing education, not prioritising the child's needs.

Physical Abuse



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 symptom of, or deliberately induces, illness in a child.

Emotional Abuse



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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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 is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



Neglect



Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment);

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

CHILD SEXUAL EXPLOITATION AND MISSING CHILDREN

What is Child Sexual Exploitation?

Child Sexual Exploitation (CSE) is when someone grooms and controls a child for a sexual purpose. It can happen to boys and girls, it can happen in rural and urban areas, it can happen face to face and it can happen online. It is a form of child abuse.

The definition of CSE:

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology." (ref. Child sexual exploitation; Definition and guidance for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, DfE February 2017)

Vulnerabilities (Push Factors)

- Emotional neglect by parent / carer / family member
- Physical abuse by parent / carer / family member
- Sexual Abuse
- Breakdown of family relationships
- Family history of Domestic Violence
- Family history of substance misuse
- Family history of mental health difficulties
- Low self-esteem
- Unsuitable / inappropriate accommodation
- Isolated from peers / social networks
- Lack of positive relationship with a protective / nurturing adult
- Extreme poverty

NB. These are not exhaustive examples of the signs of abuse – further details can be found in the handbook: www.gscb.org.uk/handbook

Radicalisation and Extremism

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice. The threats to children & young people take many forms, not only the high profile incidents of those travelling to countries such as Syria and Iraq to fight, but on a much broader perspective also. The internet, in particular social media, is being used as a channel to promote and engage. Often this promotion glorifies violence, attracting and influencing many people including children and in the extreme cases, radicalising them. Research concludes that children can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt these extremist views, and in viewing this shocking and extreme content may become normalised to it.

What is Prevent?

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views;
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

Prevent covers all forms of terrorism and extremism and some aspects of non-violent extremism. The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

Prevent uses a range of measures to challenge extremism including:

- Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process, see the What is Channel section to find out more about this
- Working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people
- Working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable; and
- Supporting local schools, local industry and partner agencies through engagement, advice and training.
-

Preventing extremism in schools and children's services

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact the Home Office helpline. Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Email: counter.extremism@education.gsi.gov.uk

Telephone 020 7340 7264

Honour Based Abuse

Female Genital Mutilation (FGM)

FGM is a criminal offence in the UK. It is a form of child abuse and violence against women and girls, involving procedures which include the partial or total removal of the external female genital organs for non-medical reasons. The practice is extremely painful and has serious health consequences, both at the time the mutilation is carried out, and later in life.

The age at which girls undergo FGM varies enormously. The procedure may be carried out when the girl is new born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of 5 and 8

years. A recent study revealed that 137,000 women in England and Wales are estimated to be living with the consequences of Female Genital Mutilation (FGM).

The FGM Act 2003 came into force in 2004 which makes it illegal to:

- Practice FGM in the UK
- Take girls who are British nationals or permanent residents of the UK abroad for FGM whether or not it is lawful in that country.
- Aid and abet, counsel or procure the carrying out of FGM.

In July 2015 section 73 Serious Crime Act 2015 was enacted and FGM Protection Orders (FGMPO) came into force.

From the 31st October 2015, mandatory reporting duty was introduced, which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police

Forced Marriage (FM)

A **Forced Marriage** is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. It is illegal and the first prosecutions have taken place. Statistics from the Home Office Forced Marriage Unit (FMU) for the period January to December 2015 show that that the FMU gave advice or support related to a possible forced marriage in 1,267 cases.

OTHER ISSUES THAT MAY AFFECT CHILDREN’S WELLBEING

Many families manage to bring up their children in a warm loving supportive environment in which the child’s needs are met and they are safe from harm. For some, sources of stress within the families can have a negative impact on the child’s health, development and well-being.

Research tells us that such sources of stress may include the following:

Social Disadvantage



Some families are socially disadvantaged and directly affected by poverty. They may live in poor housing, be vulnerable to accidents, have poor diet and health problems, lack of access to good educational opportunities or leisure facilities, transport etc. Racism and racial harassment are an additional source of stress.

Social Isolation

Some families may be socially isolated because of their family circumstances. This might be physical isolation, because of where they live eg on a barge or rural settings, or it might be isolation due to circumstances such as family breakdown, lack of a close family support network, stigma, secrecy or fear.



Domestic Abuse



Prolonged or regular exposure to domestic abuse can have a serious impact on a child's development and emotional well-being. There are many significant ways that domestic abuse can have an impact:

- As a threat to an unborn child where physical assault poses a threat to foetus and mother
- Through physical injury where children have got in the way or been injured intentionally
- By causing emotional harm and damage to children who witness the physical and emotional suffering of a parent
- By causing emotional impairment to children hearing the ill treatment of another
- Neglect through impaired parenting capacity, or abuser controlling access to resources

Domestic Abuse – Key Messages for Educational Settings:

- An open culture is essential – awareness for everyone in school including staff, children and parents. Consider posters and information leaflets everywhere.
- You don't always get what you see. If you have concerns, never hold back on asking the question
- If you have concerns, always escalate them to DSL, GDASS – Gloucestershire Domestic Abuse Support Service www.gdass.org.uk. Or the Police
- The risks are increased if alcohol is a trigger for abuse

OPERATION ENCOMPASS

- This is a scheme rolled out by Gloucestershire Police in conjunction with GSCB. This scheme is designed to alert schools as soon as possible if a child has been present in a household where an incident of domestic abuse has been reported to the police
- In this school setting, the Operation Encompass Lead is **Ally Sophia**
- Notification of an incident does not mean that the child witnessed or was present during the incident but if they are the Encompass Lead will come to inform whoever is receiving the child what has happened so they can be carefully received in school
- **REMEMBER** - everyone is able to complete a DASH form and a specific form is available for young people to complete:
www.gscb.org.uk/i-work-with-children-young-people-and-parents/issues-affecting-

Mental Illness of Parent or Carer

It is important to stress that mental illness does not necessarily have an adverse effect on a child but it may restrict a child's social and recreational activities especially if the child takes responsibility for caring for their parent in a way that is inappropriate to their age. If depressed, a parent may neglect their children's physical and emotional needs. Occasionally a child may be at risk of extreme violence or even death. Out of 100 recent child death reviews, mental illness was found to be a factor in a third of them.



Drug and Alcohol Misuse

Drug and alcohol misuse by a parent or carer does not necessarily mean a child's development or well-being will be harmed, but it can impact on a child in a number of ways:

- Maternal substance abuse may impair an unborn child's development (Foetal Alcohol Syndrome FAS)
- Misuse of drugs or alcohol may put a child at risk of physical injury, distress or neglect
- Children may be at risk of physical harm by inadvertently taking drugs or picking up needles not kept safely out of reach



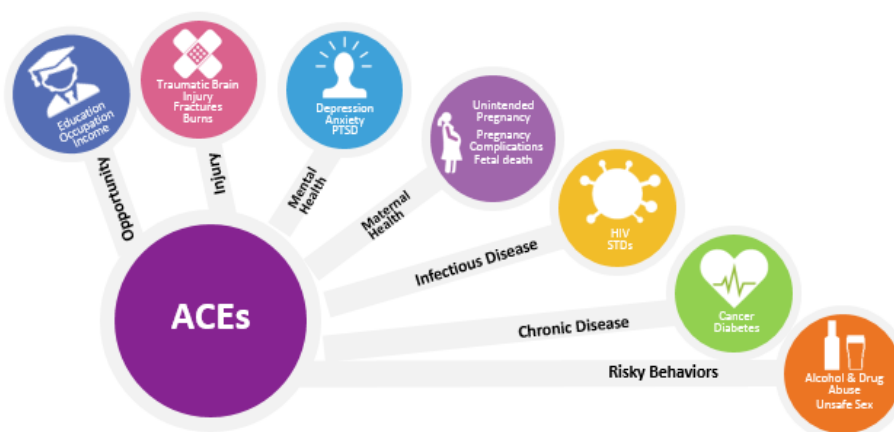
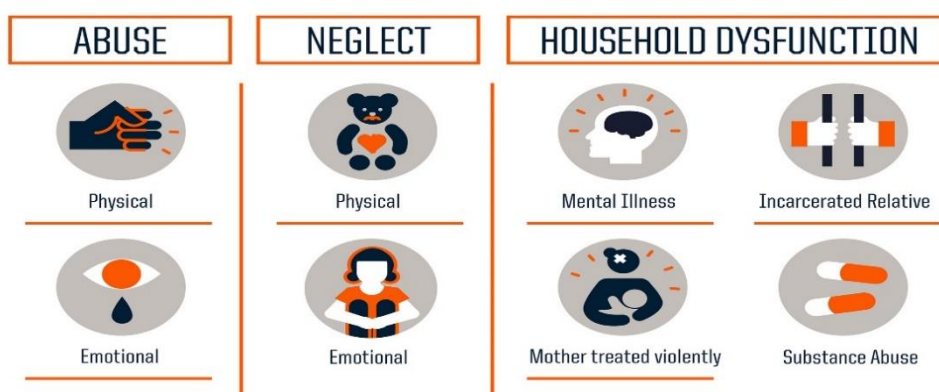
ACES – ADVERSE CHILDHOOD EXPERIENCES

Childhood experiences, both positive and negative, have a tremendous impact on future violence, victimisation and perpetration and lifelong health and opportunity. As such, early experiences are an important issue. ACEs are specified traumatic events occurring before the age of 18. They can include direct experiences (such as sexual, physical, emotional abuse or neglect) and indirect experiences (such as parental separation, substance misuse, mental illness, incarceration or domestic violence).

Adverse Childhood Experiences have been linked to:

- Risky health behaviours
- Chronic health conditions
- Low life potential
- Early Death

As the number of ACEs increases, so does the risk for these outcomes.



Nearly half of people in England experience at least one ACE, with around 9% experiencing 4 or more ACEs. The more ACEs a person experiences, the higher the risk of poorer health and social outcomes later in life. People with 6 or more ACEs die on average 20 years younger than people with no ACEs.

In this setting, you may see Vulnerability Factor scores on Marksheets which relate to the number of ACEs. No score or low score does not indicate these factors are not present, they are scored as information is learned about our students.

SAFEGUARDING RESPONSIBILITIES WITHIN EDUCATIONAL SETTINGS

All staff and volunteers: To create a positive culture where safeguarding is an important part of everyday life, backed up by staff training at every level.

Head Teachers and Governors: Bear the ultimate responsibility for safeguarding, ensuring that policies are in place, the Single Central Register is up to date and that staff training is maintained.

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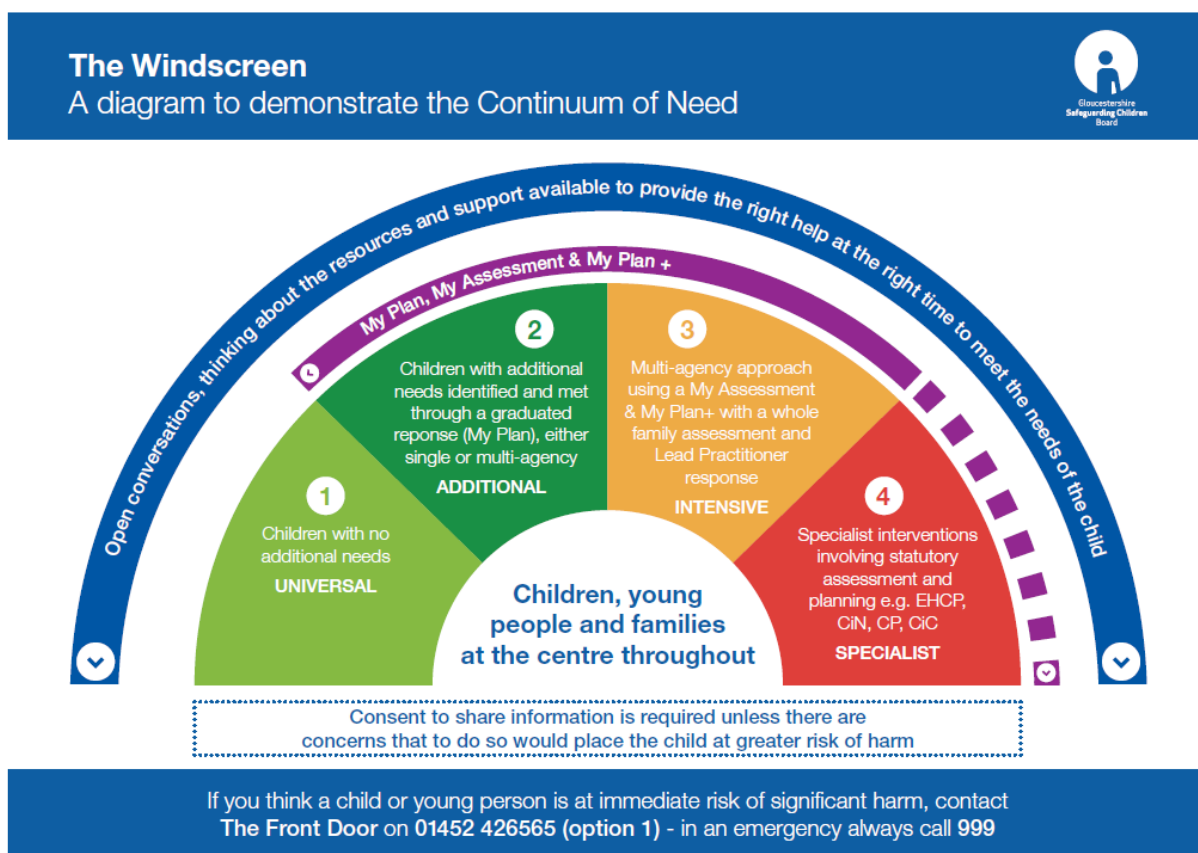
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3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
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Levels of Intervention act as a guide to professional decision making and are there to ensure that children, young people and families are able to access the right support to improve life chances and keep children and young people safe. They should not be seen as a barrier but a clear continuum across the levels of need and appropriate support to meet that need. This guidance focuses on ensuring that children are safeguarded. There may be children who have significant needs; these might be in addition to safeguarding issues and need specified needs provision and/or health services. The processes described should be similar but will not necessarily require the involvement of children's social care and/or the Police.

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Age
Any Special Factors:
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Home address (and phone number if available)
Are you reporting your own concerns or passing on those of somebody else? Give details
Any physical signs? Behaviour Signs? Indirect signs?
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- Listen carefully and ask open ended questions to clarify (e.g. who, what, when, where, how)
- Take it seriously
- Reassure the child they are right to tell
- Negotiate getting help
- Explain – that you cannot personally protect them – but will support them in telling the right people to make sure it does not happen again and that you will have to tell someone else
- Report all suspicions or disclosures immediately
- Make careful records of what was said immediately for possible court action

Disclosures from a child: do not

- **DO NOT** Jump to conclusions
- **DO NOT** Look horrified and say something speculative
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OTHER SAFEGUARDING ISSUES

Allegations against staff

Concerns regarding another member of staff should be reported to the most senior person not implicated in the allegation. In most cases this would be the Head Teacher. If the concerns are about the Head Teacher, please go to the Chair of Governors. **Please see the flowchart on the following page for details.**

Safe Recruitment

Safer Recruitment Training - The updated guidance KCSiE, (Sept 2020) maintains the requirement for governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. At least one member of the recruitment panel must undertake safer recruitment training which no longer needs to be provided by a person approved by the Secretary of State. Schools may choose appropriate training and may take advice from their LSCE in doing so.

For Training in these areas:

- Visit the GSCB website
- NSPCC website
- Educare courses in school

USEFUL TELEPHONE NUMBERS

The Front Door (Urgent Concerns)	01452 426565 Option 1
Children's Practitioner Advice Line	01452 426565 Option 3
Adults Helpdesk Customer Service	01452 426868

GSCB

Gloucestershire Children Safeguarding Board	01452 583629
Safeguarding Children Manager (Education) Georgina Summers	01452 426221
GSCB Trainer/Administrator Amanda Ford	01452 583488
Local Authority Designated Officer for Allegations LADO – Nigel Hatten	01452 426994
Allegations Management Coordinator Tracy Brooks	01452 426320
Child Death Review Coordinator Sharon Thompson	01452 426228
Safeguarding Adults Service	01452 427556

Police

Police Central Referral Unit	01452 753458
Gloucestershire Police	101
Schoolbeat	101

Early Help

Cheltenham	cheltenhamearlyhelp@gloucestershire.gov.uk	01452 328160
Cotswolds	cotswoldearlyhelp@gloucestershire.gov.uk	01452 328101
Forest of Dean	forestofdeanearlyhelp@gloucestershire.gov.uk	01452 328048
Gloucester	gloucesterearlyhelp@gloucestershire.gov.uk	01452 328076
Stroud	stroudearlyhelp@gloucestershire.gov.uk	01452 328130
Tewkesbury	tewkesburyearlyhelp@gloucestershire.gov.uk	01452 328251

Barnwood Park School

Early Help Coordinator (ECHO) Laura White	Laura.white@gloucestershire.gov.uk	07827 084002
Community Social Worker Debbie Webb	Deborah.webb@gloucestershire.gov.uk	07947 505664 01452 426263

Child Protection Process



Professional has concerns

If a Professional has a concern about the well being of a child (or unborn baby), then follow the General Procedures provided.



Consultation with supervisor

Professional discusses concerns with supervisor or Designated Safeguarding Lead to decide next steps



Discussion with parents

Professional discusses concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation)



MASH

Where there are urgent concerns, professional contacts Gloucestershire MASH on 01452 426565 (option 3)



Seeking advice from Children's Social Care

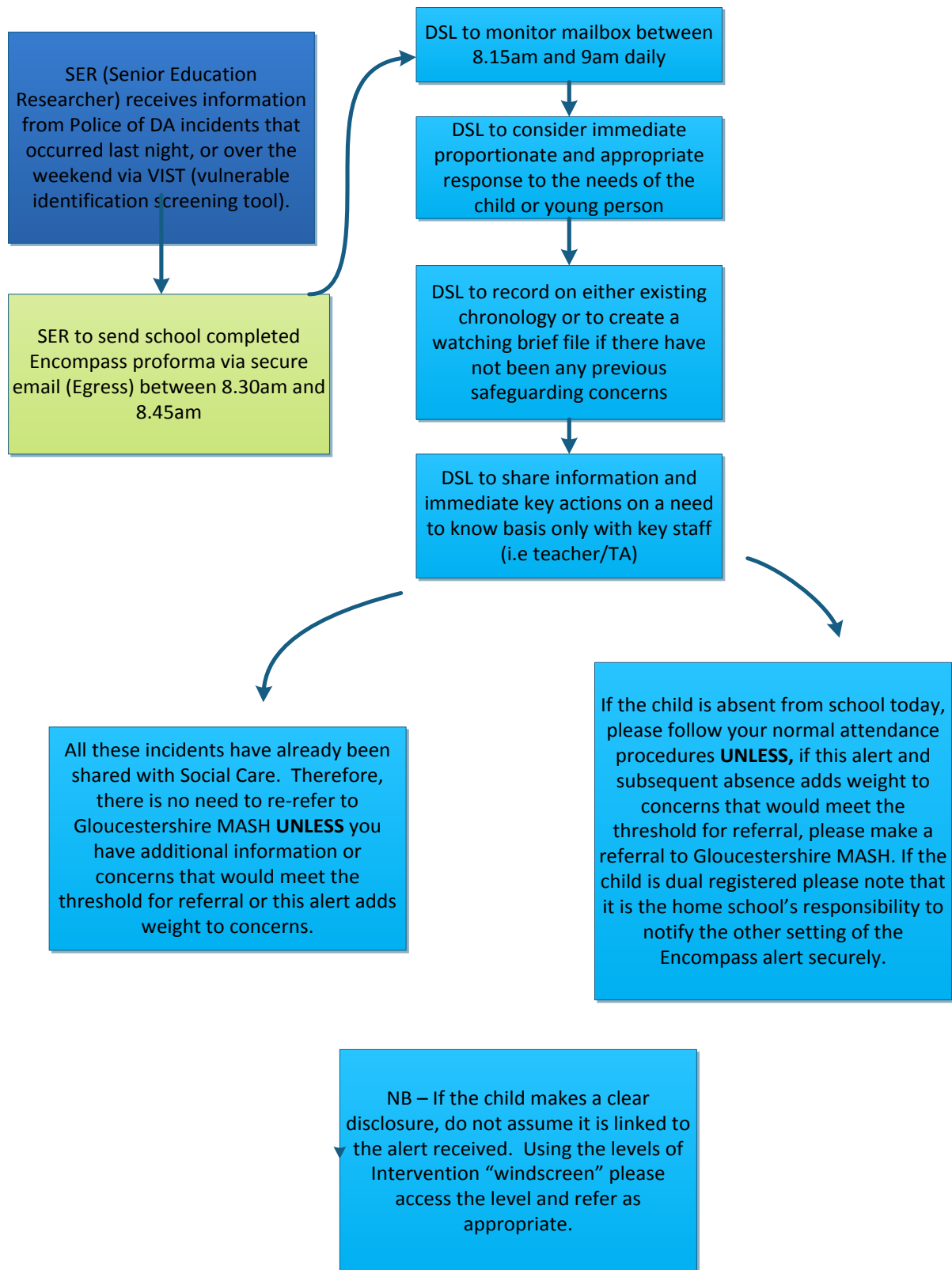
Professional can contact the Children's Practitioner Advice Line on 01452 426565 to discuss their concerns with a qualified social worker and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns on a discussion in principle basis.



Making a Request for Service to Children's Social Care

Unless there are urgent concerns, professional completes a Multi Agency Service Request Form. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken. Please use the [Gloucestershire Childrens Services Portal](#) to submit a MARF.

Gloucestershire Encompass School Pathway



ALLEGATIONS MANAGEMENT

Concerns about a member of staff or a volunteer working with children

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

1. Behaved in a way that has harmed or may have harmed a child.
2. Possibly committed a criminal offence against, or related to a child.
3. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.



Report their concerns

Report the concern to the most senior person not implicated in the allegation



Completion of written record

Complete a written record of the nature and circumstances surrounding the concern, including any previous concerns help. Include where the concern came from and brief details only.



Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigation the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

Local Authority Designated Officer (LADO) – Tel: 01452 426994

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues



Allegations Management Process

If, after your initial discussion with the LADO, it is agreed that the allegation meets the criteria, please complete the allegation management referral form via the GSCE website.

<https://ges-online.com/Gloucestershire/eLADO/Live#1/Public>

The LADO will review referrals and convene an allegations management meeting. This might result in a criminal investigation, a Social Care investigation and /or an investigation to inform whether disciplinary action is required. If it is agreed that the allegation does not meet the criteria, the LADO will record the initial discussion and send it to you for your records. Any further action will be taken within your setting if necessary.



Further Action

Further meetings might be required and these will be convened by the LADO, with your input at all times. Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children 2018, Part 4 Keeping Children Safe in Education and the South West Procedures. <https://www.proceduresonline.com/swcp/gloucestershire/contents.html>

Responding to Sexting

In light of comments in September 2015 from the National Police Chief Council's lead on children and young people who said, 'if a school chose to take an incident to the police, then officers must record the crime', we have updated our advice on how schools should manage incidents of sexting.



For Staff

If you have a report of (or you suspect) a sexting incident

Remember: intimate sexting images are typically considered to be illegal images which is why incidents need very careful management for all those involved.

If a device is involved – secure the device and switch it off

Seek advice - report to your designated safeguarding lead officer via your normal safeguarding procedures

- Sexting doesn't just occur within, but also now happens prior to, a relationship Prof A Phippen (2012)
- 16% of teenagers don't think naked images are inappropriate SWGfL (2009)
- Teenagers typically consider sexting to be 'mundane' and widely known about
- Celebrity, media representations of body image and pornography all play a role in sexting

*Phippen, A. (2012) Sexting: An Exploration of Practices, Attitudes and Influences. <https://www.npscc.org.uk/globalassets/documents/research-reports/sexting-exploration-practices-attitudes-influences-report-2012.pdf>
http://cms.police.uk/Documents/cmsdocs/externaldocs/ADPO_Lead_position_on_Self_Taken_Images.pdf



Managing Sexting Incidents

In light of comments in September 2015 from the National Police Chief Council's lead on children and young people who said, 'if a school chose to take an incident to the police, then officers must record the crime', we have updated our advice on how schools should manage incidents of sexting.



Designated Safeguarding Lead Officer

Sexting among children and young people can be a common occurrence; where they often describe these incidents as 'mundane'. Children, involved in sexting incidents, will be dealt with (by the police) as victims as opposed to perpetrators (unless there are mitigating circumstances).

Record all incidents of sexting. This includes both the actions you did take together with the actions that you didn't take, together with justifications.

In applying judgement to each sexting incident consider the following:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual (ie at risk).
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender/recipient may add cause for concern (ie difficult home circumstances).

If you have a report of (or you suspect) a sexting incident

If these characteristics present cause for concern, then escalate or refer the incident using your normal safeguarding procedures.
 If these characteristics do not present cause for concern, then manage the situation accordingly, recording details of the incident, action and resolution.

*Phippen, A. (2012) Sexting: An Exploration of Practices, Attitudes and Influences. <https://www.npscc.org.uk/globalassets/documents/research-reports/sexting-exploration-practices-attitudes-influences-report-2012.pdf>
http://cms.police.uk/Documents/cmsdocs/externaldocs/ADPO_Lead_position_on_Self_Taken_Images.pdf

