



Steam Mills Primary

Policy and Procedure:

Child Protection and Safeguarding

Designated Safeguard Lead: Mel Davis

Deputy Designated Safeguard Lead: Kelly Stevens & Jenny Thomas

Governor Responsible for Safeguarding: Georgina Lewis

Chair of Governors: Georgina Lewis

Policy revised September 2019

UN Convention on the Rights of the Child

Article 19 – Children have the right to be protected from being hurt and mistreated, both physically and mentally.

Steam Mills Primary School

Policy and Procedure: Child Protection and Safeguarding Policy

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Date: 09.09.19

Date of Board Approval:
19.11.19

Review date: September 2020

1. Introduction

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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; and
- taking action to enable all children to have the best outcomes.

Steam Mills Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. The Governors and staff fully recognise that safeguarding and promoting the welfare of children is **everyone's** responsibility, adhering to **Keeping Children Safe in Education (September 2019)** and **Working Together to Safeguard Children (2018)**.

All staff and Governors believe that our school should provide a child-centred caring, positive safe and stimulating environment which promotes the social, physical, emotional and moral development of the individual child both in school, on trips, during the extended day and in the community.

The aims of this policy are:

- ❑ To support a child's development in ways that will foster security, confidence and independence
- ❑ To support staff in identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years

- ❑ To support staff with their responsibilities of identifying and reporting possible cases of abuse and then liaising effectively with other services eg Police and Children's Services
- ❑ To provide a systematic means of monitoring children known or thought to be at risk of harm
- ❑ To emphasise the need for good levels of communication between all members of staff
- ❑ To develop a structured procedure within the school which will be followed by all members of our school community in cases of suspected abuse
- ❑ To ensure that all adults who have access to children have been checked as to their suitability.

2. Commitment

Each pupils' welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We also recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way and whilst at the school, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Safeguarding relates to:

- ❑ Staff Conduct/Whistleblowing (Policy)
- ❑ Managing allegations against staff (Policy)
- ❑ Special Educational needs (Policy)
- ❑ Attendance (Policy)
- ❑ Safer recruitment and selection
- ❑ Health and safety (Policy)
- ❑ Behaviour (Policy)
- ❑ Educational visits (Policy)
- ❑ E-Safety (Policy)
- ❑ Anti-Bullying (Policy)
- ❑ Identification of risk and provision of early help
- ❑ Identification and protection of children at risk of radicalisation (PREVENT)
- ❑ Curriculum (Policy)
- ❑ Managing building design

Note: This list is not exhaustive.

Child abuse can take a variety of forms. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition. In most cases, issues will overlap with one another.

Abuse: a form of 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. They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education, known as Peer on Peer Abuse (see below).

Neglect: 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 the 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 or 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.

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment; (see below)
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

For the purpose of this guidance, the term 'child' refers to any young person under 18 years old.

Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;

Staff recognise that children are capable of abusing their peers. There is a recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys the perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

The Governing Body ensures that procedures to minimise the risk of peer on peer abuse are implemented (Safeguarding Peer on Peer Abuse Risk Assessment). Any professional who feels that a child has abused another child should notify the designated safeguarding lead immediately, including if the incident of abuse takes place off the school premises, although any member can make a referral to a children's social care.

The concern will be referred to Children's Services.

The concern should be recorded in the school's child protection concerns record, along with any further details or outcomes and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

Support for the victim perpetrator and any other people affected by the abuse may include – identification of the need using a My Plan. Support can then be

accessed from a range of outside agencies including CYPs, TIC+ Mentoring service, Toucan and Educational Psychologist. (Please note this list is not exhaustive)

Child on Child Sexual Violence and Sexual Harassment

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.

Staff should:

- not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps.
- only share the report using My Concern with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognise a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- consider the best way to make a written record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking.
- only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;

- where the report includes an online element, be aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). **Staff should not view or forward illegal images of a child.**
- if possible, manage reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and
- inform the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school especially any actions that are appropriate to protect them.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school will actively consider the risks posed to all our pupils and put adequate measures in place to protect them and keep them safe. The designated safeguarding lead (or a deputy) will ensure that they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Action following a report of sexual violence and/or sexual harassment

The school will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) will advise on the school's initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;

- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse;
 - are there ongoing risks to the victim, other children, adult students or school staff; and
- other related issues and wider context.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Support for the victim perpetrator and any other people affected by the abuse may include – identification of the need using a My Plan. Support can then be accessed from a range of outside agencies including CYPs, TIC+ Mentoring service, Toucan and Educational Psychologist. (Please note this list is not exhaustive)

Special Educational Needs and Disabilities (SEND)

The school recognises that additional barriers can exist when recognising the abuse and neglect of children with SEND. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

Therefore, additional pastoral support is put in place for these children including regular opportunities to communicate with a safe and trusted adult.

Specific Safeguarding Issues

All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

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 consider 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 our 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.

3. Procedures

The school's procedures for safeguarding children will be in line with the Gloucestershire Safeguarding Children Executive's procedures (GSCE)

We will ensure that:

- ❑ The school will have a designated member of staff with responsibility for Safeguarding and Child Protection on the Senior Leadership Team who is the Designated Safeguarding Lead (DSL). This person will undertake regular interagency training and refresher training every two years. There will also be a Deputy DSL. The **DSL is Mrs Mel Davis** and the **DDSL are Mrs Jen Thomas and Mrs Kelly Stevens**
- ❑ All staff maintain an attitude of 'it could happen here' where safeguarding is concerned
- ❑ All members of staff can identify potential risks and can action Early Help
- ❑ All members of staff develop their understanding of the signs and indicators of abuse and have training at least every three years
- ❑ All members of staff who has concerns about a child's welfare can follow the referral process. They expect to support social workers and other agencies following any referral. They will be supported by the DSL/DDSL
- ❑ All members of staff are able to identify children who may be vulnerable to radicalisation and what to do when identified
- ❑ All members of staff know how to respond to a child/young person who discloses abuse

- ❑ All parents/carers are made aware of the responsibilities of staff members with regards to child protection procedures and the policy is made available to them
- ❑ Staff will inform the Local Authority of any child absent without permission for 10 days or more (or earlier if concerns arise)

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- ❑ School will ensure that this policy is adhered to throughout provision including extended services school trips and in the wider community.

All new members of staff will be given a copy of the school's Child Protection and Safeguarding Policy, Behaviour Policy, Code of Conduct, safeguarding response to children who go missing from education and information on the role of the DSL/DDSL as part of their induction into Steam Mills Primary School.

4. Safe Practice

The school will comply with the current Safe Practice guidance.

Safe working practice ensures that pupils are safe and that all staff:

- ❑ Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- ❑ Work in an open and transparent way

- ❑ Work with other colleagues where possible in situations open to question
- ❑ Discuss and/or take advice from the school's management over any incident which may give rise to concern
- ❑ Record any incidents or decisions made
- ❑ Apply the same professional standards regardless of gender, sexuality or religion
- ❑ Be aware of confidentiality practice
- ❑ Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

5. Responsibilities

The DSL and the DDSs are responsible for:

- ❑ Always being available for staff to discuss and safeguarding concerns
- ❑ Adhering to Local Authority (LA) and school procedures with regard to referring a child if there are concerns about possible abuse
- ❑ Keeping written records of concerns about a child even if there is no need to make an immediate referral
- ❑ Ensuring that all such records are kept confidentially and securely and are separate from student records
- ❑ Ensuring that any student currently on the child protection register who is absent without explanation is referred to *Children's Services*
- ❑ Undergoing training that provides them with the knowledge and skills to carry out the role which is updated every two years
- ❑ Keep knowledge and skills updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

- ❑ Ensuring staff receive regular training, updates and support in all elements of safeguarding including Early Help and the Prevent Duty and their role in it.

As Designated Safeguard Lead, the DSL takes lead responsibility for safeguarding and Child Protection.

The main responsibilities for the DSL are:

- ❑ To ensure that either they or the DDSL are always available during the working day to discuss safeguarding concerns
- ❑ To coordinate action within the school with regard to safeguarding/child protection
- ❑ To adhere to and follow procedures outlined in the Local Safeguarding Children's Board Procedures
 - ❑ To help identify signs and symptoms of abuse.
 - ❑ Refer suspected cases of abuse to Social Care/Police
 - ❑ Ensure all staff receive child protection awareness raising training to help them recognise and identify signs of abuse
 - ❑ To raise awareness of child safety issues within Steam Mills Primary School
 - ❑ Ensure that the school has an up-to-date child protection policy which is consistent with the GSCB procedures. The policy should be reviewed annually
 - ❑ To attend and represent the school at child protection meetings
 - ❑ To securely manage child protection files, compiling reports, recording and sharing information appropriately
 - ❑ To ensure that all information and records are kept confidentially and securely
 - ❑ To develop good working relationships/links with Social Care, the Child Protection Officer for Education and other relevant professionals
 - ❑ To raise awareness of their role with staff, parents and children
 - ❑ To be available for staff for consultation purposes
 - ❑ Ensure child protection files are transferred to the receiving school as soon as possible using secure transit, with a confirmation of receipt obtained and consider if it would be appropriate to share any information with the new school in advance e.g. information that would allow the new school to continue supporting victim of abuse.

Taking Action to Ensure that Children are Safe at Steam Mills Primary School and at Home

Steam Mills Primary School will ensure that:

- ❑ The school has a Child Protection and Safeguarding Policy in place in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request
- ❑ The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the LA or equivalent Safer Recruitment Training
- ❑ The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- ❑ A nominated Governor responsible for Safeguarding will ensure that the school adhere to the policy and support the DSL when necessary
- ❑ A senior member of the school's leadership team is designated as the Nominated Person for safeguarding/child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- ❑ Staff including the Head Teacher undertake appropriate child protection training which is updated regularly in line with GSCB guidance
- ❑ They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- ❑ The Chair of Governors is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Head Teacher.

Steam Mills Primary School Staff (teaching and support) will report any concerns they have about a child's safety to the Designated Safeguarding Lead. They will not assume that someone else is taking action and sharing information that might safeguard a child.

They will immediately report:

- ❑ Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play

- ☐ Any explanation given which appears inconsistent or suspicious
- ☐ Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- ☐ Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- ☐ Any concerns that a child is presenting signs or symptoms of abuse or neglect
- ☐ Any significant changes in a child's presentation, including non-attendance
- ☐ Any hint or disclosure of abuse from any person
- ☐ Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

The Head Teacher will ensure that:

- ☐ The Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Child Protection/Safeguarding
- ☐ The Governing Body adopts appropriate policies and procedures to safeguard children at Steam Mills Primary School
- ☐ Policies and procedures are implemented by staff
- ☐ Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- ☐ Parents/carers are made aware each autumn term of the safeguarding policies that are in place and who is the Designated Safeguarding Lead
- ☐ Sufficient resources and time are allocated to carry out Safeguarding Children/Child Protection effectively
- ☐ All staff and adults working in the school understand their safeguarding children responsibilities and can act if they feel a child is vulnerable or at risk
- ☐ Staff are aware of the whistle blowing protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional
- ☐ Staff are aware of the Escalation policy if they feel that their safeguarding concerns are not being dealt with appropriately

- ❑ The school develops effective working partnerships, in line with the statutory guidance Working Together to Safeguard Children 2018 with relevant agencies and cooperates as required in regard to safeguarding children matters, including information sharing, attendance at child protection conferences and other related meetings
- ❑ The school provides appropriate reports for child protection meetings
- ❑ All information and records are kept confidentially and securely
- ❑ Recruitment and vetting procedures are followed in all appointments of staff including those working in the school in a voluntary/unpaid capacity
- ❑ Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school
- ❑ The school review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

The Governing Body will also ensure

- ❑ All staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from GSCB.
- ❑ The review of all aspects of safeguarding children/working practices and any further developments that are required.
- ❑ There are procedures in place to manage concerns/allegations, against staff (including volunteers) that might indicate they would pose a risk of harm to children.
- ❑ That all policies that safeguard children are in place and fit for purpose.

6. Safeguarding Information for Pupils

All pupils in our school know that all staff are available if they wish to talk to someone. to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of the school, their right to be listened to and heard and what steps can be taken to protect them from harm. There are lessons taught to pupils that are designed to help keep pupils safe.

7. Supporting Children/Young People and their Families.

The school will recognise that a child who is abused or witnessed violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

The school recognises that it may provide the only stability in the lives of children who have been abused or who are at risk of harm.

The school accepts 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.

The school will support all pupils by:

- ❑ Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- ❑ Promoting a caring, safe and positive environment within the school
- ❑ Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- ❑ Notifying Children's Services as soon as there is a significant concern
- ❑ Ensuring that the child's wishes and feelings are taken into account when determining what action to take and what services to provide and that all systems and processes operate with the **best** interests of the child at their heart
- ❑ Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupils' new school (as soon as possible).

8. Confidentiality

The school recognises that all matters relating to Safeguarding and Child Protection are confidential.

The DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

Parents will be informed prior to a referral to Children's Services unless it is deemed that doing so will put the child at risk.

9. Supporting Staff

Steam Mills Primary School recognises 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.

The school will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

10. Allegations Against Staff

It is possible that a pupil may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher.

The Head Teacher on all such occasions will discuss the content of all allegations with **Nigel Hatten (01452 426994)**, the Local Authority Designated Officer (LADO). He is supported by Tracy Brooks, the Allegations Management Co-ordinator (01452 426320)

If the allegation made to a member of staff concerns the Head Teacher, the designated teacher will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO).

Steam Mills Primary School will follow the school's procedures for Allegations of Abuse against Staff, a copy of which will be readily available in the school. The copy is in the main office.

11. Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm, including radicalisation and to have their welfare promoted. Parents are made aware

of who to contact if they have concerns regarding the Safeguarding of their or any other child.

We are committed to working with parents positively, openly and honestly. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the DSL. Parents are made aware of our policy via the school website. Parents are also made aware that they can view this policy on request.

12. Partnerships with Others

The school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Local Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

GLOUCESTERSHIRE ENCOMPASS COMMITMENT

As part of Steam Mills Primary's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

13. Whistleblowing

The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. There is a separate Whistle Blowing Policy for this purpose.

14. Physical Intervention/'Reasonable Force'

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

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.

15. Prevention

The school recognises that it plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection and early identification of risk.

Early Help

Steam Mills Primary understands that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

Our offer of **Early Help** is designed to support all of our children and families. The school recognises that early identification of risk is key to safeguarding all children/young people and adults. We utilise a range of approaches and services, including our PSHE curriculum and outside agencies to provide bespoke support.

Early Help strategies in school include:

- ❑ The provision of funded Breakfast Club places if required
- ❑ The school is a distribution hub for Food Bank vouchers
- ❑ The Thrive approach, which allows us to identify and support children with gaps in their emotional development
- ❑ The bi annual online pupil survey
- ❑ Children attend 'In the Net to explore ways of keeping themselves safe
- ❑ A rigorous e-safety curriculum
- ❑ Annual visit to Skillszone
- ❑ Strong links with the Family Information Service
- ❑ A homework club
- ❑ A member of staff who has been trained in counselling skills

All staff are aware of their responsibilities for Early Help. Once a referral has been made, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

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

Personal, Social and Health Education (PSHE) Curriculum (including Sex and Relationships (SRE)

Our curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. We tailor our curriculum around the needs of the children, using sources of information such as the Online Pupil Survey, questionnaires and individual children's feedback.

We cover aspects such as age appropriate Sex Education, Gender Equality and tolerance, Drugs, Keeping Safe (e-safety, personal safety etc.), Emotional Wellbeing (using the Thrive approach and Pink Curriculum), Relationships and Healthy Living.

Staff receive ongoing updates on potential risks such as Domestic Abuse, Honour Based Violence, Forced Marriage, Female Genital Mutilation, Child Sexual Exploitation etc. and know what to do should they identify a person at risk. The DSL/DDSL are responsible for coordinating the offer of Early Help.

Neglect

Types of Neglect

There are three overarching types of neglect that may be experienced by children and young people (Jones, R, 2016). These are:

Passive neglect – where parents/carers are often exhausted and may be suffering from poor mental health

Signs/Indicators of passive neglect

- Chronic poverty
- Poor housing/financial difficulties
- Alcohol use
- No boundaries and no care for the children/school attendance issues/young carers
- No extended family support

Working with Families

- Create space and structure
- Identify the most pressing issues and offer support over time
- Enable the parent whilst keeping a clear focus of the impact on the children
- Early help is crucial

Chaotic neglect – where parents/carers may have poor parenting skills or be centred on their own needs

Signs/Indicators of chaotic neglect

- Poor parenting • No good parenting models
- Parent focussed on their own needs
- Parents who are active and demanding but also chaotic and unpredictable

Working with Families

- High challenge
- High support
- Focus on the children and their lived experience!
- Seek to build up self-esteem of parents but be very mindful of disguised compliance
- Appropriate parenting programmes/coaching and mentoring/intensive family support
- A well-coordinated and thorough early help response is crucial. Timescales and a contingency plan must be included in the plan of support.

- Involvement of Early Help Coordinators, Family Support Workers and Community Social Workers
- Escalation to social care where necessary

Active neglect – deliberate and intentional Signs/Indicators of active neglect

- Power and control
- Associated with domestic violence
- May be linked to jealousy
- Danger of escalating to abuse and violence

Working With Families

- Confront and protect – raise immediate safeguarding concerns
- May involve criminal as well as care concerns and investigations
- Focus on risk and minimisation of the risks
- Urgency and action

Child Sexual Exploitation (CSE)

The revised definition of CSE states that: 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.

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them, and/ or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/ young person have power over them by virtue of their age, gender, intellect, physical strength and/ or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/ or emotional vulnerability.

Children in Y3 and 4 attend a showing of 'In the Net' which explores how to keep safe in an age appropriate way.

A screening toolkit will be completed if there are concerns. On completion, this will be sent the Gloucestershire MASH unit.

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

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited> www.paceuk.info Parents Against Child Exploitation.

Bullying including Cyberbullying/E-Safety

We are committed to tackling bullying. Children are taught how to deal with any issues in school. The Pupil Parliament have written and reviewed the Anti Bullying Policy and all children know how to action it. Stop Boxes are in every room for the children to report any concerns.

Through our e-safety curriculum, children are taught how to behave responsibly online and how to seek advice if they have any concerns.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

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) and Gloucestershire's ENCOMPASS model.

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.

A leaflet on Domestic Abuse, its effects on children and how to seek help, has been distributed to all parents and is available on the school website.

Dangerous Drug Network (County Lines)

We are aware of the risks of the so called Dangerous Drug Network (DDN) to our children and families, particularly those seen as vulnerable due to individual circumstances eg single parents, people who are drug or alcohol dependent. We will therefore be looking for changes such as:

- New friends that have the potential to be a bad influence
- Behaving differently or out of character
- Developed a new attitude?
- Unexplained injuries?
- Continually late to school or forgetting to do homework?
- Continually tired

- New expensive possessions such as trainers, jewellery, mobile phone or designer clothes
- Become withdrawn
- Changes at home that might make them more vulnerable

Concerns will be forward to DS Sarah Hume or the DDN helpline on the Gloucestershire Constabulary website.

Drugs

www.infobuzz.co.uk Service to support families where substance misuse has been identified.

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Fabricated or Induced Illness

For information on behaviours and motivation visit

www.nhs.uk/Conditions/fabricated-or-induced-illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whomillness-is-fabricated-or-induced>

Faith Abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tacklechild-abuse-linked-to-faith-or-belief>

Judith Knight: Diocese of Gloucester Head of Safeguarding/faith abuse.

jknight@glosdioc.org.uk

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the

teacher must report this to the police either through **Acting DI Jo Mecurio** or **999** if it is appropriate to do so.

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Forced Marriage

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

Single point of contact for Forced Marriage in Gloucestershire: **Acting DI Jo Mecurio**

<https://www.gov.uk/guidance/forced-marriage>

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 5999247

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-forengland>

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>

Local Authority Offer of Early Help

Gloucestershire has an Early Help Partnership within each locality. These are made up of representatives of services who decide the help that's needed and offer advice, guidance and support to Practitioners. These groups are supported by Families First Plus teams. To access support, a Request for Support form needs to be completed along with a Consent form from the family.

Additional services involved include the Family Information Service (access to online directory of services www.glosfamiliesdirectory.org.uk).

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. They receive the Home Office training on the Prevent strategy.

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.
- ❑ Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

16. Monitoring, Evaluation and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness.