

**THE RICHARD PATE SCHOOL**



# **SAFEGUARDING POLICY**

**And Code of Conduct for Staff for the whole school, including EYFS**

**September 2021**

**This policy was last reviewed in September 2021**

**Signed off by Pate's Grammar School Foundation Board  
and Chairman of The Richard Pate Committee**

**7th October 2021**

**Next review date September 2022**

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## 1.0 Introduction

The Richard Pate School will safeguard and promote the welfare of children who are at the school, in compliance with guidance issued by the DfE:

- Keeping Children Safe in Education (September 2021) (KCSIE),
- Non-statutory Interim supplements to KCSIE: (COVID-19): safeguarding in schools (2020) and Safeguarding and remote education during corona virus (COVID-19)
- Disqualification under the Childcare Act 2006 (September 2018)
- What to do if you're worried a child is being abused (March 2015)
- Non-statutory guidance from the National Police Chiefs' Council – When to call the police.
- Working Together to Safeguard Children (2018) (WT)
- Information Sharing (2018)
- Revised Prevent Duty Guidance: for England and Wales (July 2015) (Prevent)
- The Prevent duty: departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures of Gloucestershire County Council as part of the inter-agency safeguarding procedures set up by the Gloucestershire Safeguarding Children Partnership. The school aims to provide a secure and supportive environment for all of the children in its care and for the staff who work there.

Safeguarding and promoting the welfare of children is defined 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.” (KCSIE September 2020).

Our policy applies to all staff, governors and volunteers working in the school and at all times we will consider what is in the best interests of the child.

. There are five main elements to our policy:

- Ensuring we practise safe recruitment in line with government guidance, including DBS checks, a single Central Record of Recruitment and compliance with Independent School Standards Regulations. (see Recruitment Policy)  
This also includes ensuring that all present staff are aware of the disqualification rule and a self- declaration form completed. The Headmaster must be notified of any change in circumstances immediately.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his / her agreed protection plan.
- Establishing a safe environment in which children can learn and develop.

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

- Consider at all times what is in the best interests of the child.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe e.g. Safe internet use.
- Provide a safe environment in which pupils can discuss sensitive issues such as extremism and terrorism in an age-appropriate and balanced way.
- Maintain an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- Ensure that class registers are filled in twice daily and absences are followed up. (see Register Policy and Procedures)

## 2.0 Overview

We will follow the procedures set out by the Gloucestershire Safeguarding Children Partnership [www.gscb.org.uk](http://www.gscb.org.uk) and take account of guidance issued by the DfE to:

- Ensure we have a designated senior person for safeguarding who has received appropriate training which is renewed every 2 years.
- Ensure we have a nominated trustee responsible for child protection who receives appropriate training every two years and has regular update meetings with the DSL.
- Ensure the Head and all staff are trained in Child Protection at least every 3 years. This is carried out by GSCE. Any new staff undergo training upon appointment and then join the 3 yearly cycle.
- Ensure every member of staff, including temporary staff, volunteers and trustees know the name of the designated person responsible for child protection and their role. This will be part of the induction process for all new staff within the first 7 days of starting work. (See Staff Induction Policy)
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection. This will be part of the induction process of all new staff.
- Ensure the policy for child protection is set out on the school website.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan. A Core Group meeting should always be called prior to a LAC or CP Plan child being excluded.
- Develop effective links with relevant agencies, including the 'Offer of Early Help'. (See appendix 1) A useful link to Early Help is [www.gloucestershire.gov.uk](http://www.gloucestershire.gov.uk)
- Work with local agencies to provide help for children not in immediate risk of harm but in need of additional support from one or more agencies.
- Ensure written records are kept securely.
- Ensure safe recruitment practices are always followed fully in line with KCSIE. Mr MacDonald and Mrs Cox are our accredited persons for Safer Recruitment.
- Ensure we do not knowingly employ people if they are disqualified from working with children. As a school we have decided to ask all staff to sign a declaration that they are not disqualified from working with children. This is done on an annual basis following a staff meeting and follow up email to explain why they are being asked to do this. There is also an explanation of the declaration in the Staff Handbook (Employment).
- Ensure appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution).
- Follow up on children who do not attend school, particularly on repeat occasions.

### 3.0 Key personnel and contact details

*Please note that external responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.*

#### School

The Designated Safeguarding Lead for the main school is Mrs. Wade (Deputy Head and member of the SLT). [swade@richardpate.co.uk](mailto:swade@richardpate.co.uk) or phone on 01242 522086

The Designated Safeguarding Lead for the EYFS and Deputy DSL 1 for the main school is Mrs. Hunte (Nursery Manager and member of the SLT). [phunte@richardpate.co.uk](mailto:phunte@richardpate.co.uk) or phone on 01242 522086/531472

The Designated Trustee is Mrs. H. Hooper [hhooper@richardpate.co.uk](mailto:hhooper@richardpate.co.uk) or phone on 01242 522086

The Head, Mr MacDonald, has a role of oversight and operating in concert with and supporting the above as necessary. [rmacdonald@richardpate.co.uk](mailto:rmacdonald@richardpate.co.uk) or phone 01242 522086

#### **Safeguarding Support Unit (previously GSCB)**

##### Children's Helpdesk:

8.00 a.m. / 5.00 p.m. Monday – Friday	01452 426565
Out of office hours	01452 614194

##### LADOS (Local Authorities Designated Officers or Designated Officer)

In Gloucestershire the LADO is **Nigel Hatten**, who is supported by Tracy Brooks and Jenny Brooks, the Allegations Management Co-Ordinators. Nigel can be contacted on 01452 426994 or [nigel.hatten@gloucestershire.gov.uk](mailto:nigel.hatten@gloucestershire.gov.uk) and Tracy or Jenny can be contacted on 01452 426320.

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

**In an emergency always ring 999**

##### Support and Advice about Extremism

Our local Prevent Officer can be contacted on the non-emergency police number 101.

DfE dedicated helpline and mailbox for non-emergency advice for staff and trustees:  
020 7340 7264 and [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

NSPCC Whistleblowing Advice Line : 0800 028 0285

Disclosure and Barring Service : 01325 953795

Teaching Regulation Agency : 0207 593 5393

An up to date version of the Gloucestershire Safeguarding Children Board's 'Safeguarding Children Handbook' can be found at [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook). Always refer to this 'live' version.

A new website is in the process of being developed to reflect recent changes until that is ready refer to the GSCB website.

#### **4.0 What is child abuse?**

Abuse can affect children of all ages, sexes, different races and cultures and all social classes. In some cases behavior or physical injuries suggest clearly that abuse is occurring but in others the signs will be less apparent.

#### **Children with SEND**

Additional barriers can exist when recognizing abuse and neglect of children with SEND and we must be very mindful of this. As a staff we must be aware of this and ensure that any indicators of possible abuse are identified early and not assumed to be related with a child's SEND. We should also be aware that children with SEND are particularly vulnerable to abuse and do not always find it easy to tell someone it is happening. They can also be more prone to peer group isolation and may need more pastoral support.

The following descriptions are taken from KCSIE (September 2021):

#### **Abuse**

Abuse is 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 (e.g. via the internet). 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 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 persistent 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 (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.

**Sexual harassment**, including child on child sexual harassment, is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

**Upskirting:** is now a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

### **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 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.

The NSPCC defines child abuse as:

*"Child abuse is the term used when an adult harms a child or a young person under the age of 18 ..... Child abuse can take four forms, all of which can cause long term damage to a child:*

*physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.”*

*“A child may be experiencing abuse if he or she is:*

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly “put down”, insulted, sworn at or humiliated*
- *Seems afraid of parents or carers*
- *Severely bruised or injured*
- *Displays sexual behaviour which doesn’t seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse”*

*“Remember, this list does not cover every child abuse possibility. You may have seen other things in the child’s behaviour or circumstances that worry you.”*

*“Abuse is always wrong and it is never the young person’s fault.”*

**Serious violence:** indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and



is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

In addition, this policy seeks to safeguard children who run away or go missing, or who are at risk or show signs of harm from Female Genital Mutilation (FGM) (see section 23.0) or Honour Based Violence (HBV) (see section 27.0), Child Sexual Exploitation (see section 20.0) and radicalisation (see section 19). This policy is also relevant for Looked After Children.

Pages 14 to 15 of KCSIE and Annex A (Sept 2019) also gives more details, including information on Child Sexual Exploitation and Female Genital Mutilation.

## **5.0 Signs and Symptoms of Abuse**

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts. However, staff should be alert to all such signs and always share concerns with the DSL.

### **Physical Abuse**

All children incur bruising as part of their normal play and activities but warning signs include:

- Bruises (especially to soft areas e.g. thighs, upper arms and abdomen)
- Bites
- Scars
- Repeated fractures
- Regular shaped burns
- Some marks may seem insignificant by themselves but repeated injuries even of a very minor nature may be symptomatic.

### **Emotional Abuse**

Children suffering from emotional abuse may exhibit these behavioural symptoms:

- Excessively clingy or attention-seeking behaviour
- Low self-esteem
- Apathy
- Be fearful or socially withdrawn
- Constantly seek to please
- Be over-ready to relate to anyone, even strangers

### **Sexual abuse**

Warning signs may be sexual and/or general.

Behaviour with sexual overtones:

- Explicit or frequent sexual preoccupation in talk and play
- Sexually-provocative relationships with adults
- Hinting at sexual activity or secrets through word, play or drawings

- Sexual activity between very young people may be a sign that one or more of them have been abused.

General:

- Withdrawn, fearful or aggressive behaviour towards peers or adults
- Running away from home
- Suicide attempts or self-harming behaviours
- Child Psychiatric problems including behaviour problems, social withdrawal, onset of wetting or soiling, severe sleep disturbances
- Inappropriate displays of affection between child and carers e.g. flirtatious or seductive behaviour
- Learning problems or poor concentration
- Reluctance to go home
- Eating problems, including over eating or reluctant to eat
- Marked reluctance to participate in physical activity or to change clothes for Games, etc
- Physical Manifestations
- Pain on passing urine, recurrent urinary tract infections

## **Neglect**

Warning signs include:

- Poor growth
- Unkempt, dirty appearance
- Medical needs of the child unmet – failure to seek medical advice for illness, missed medical appointments
- Eating problems, including over eating or reluctant to eat
- Developmental delay
- Lack of social responsiveness
- Self-stimulating behaviour such as head banging or rocking
- Repeated failure to prevent (accidental) injury

## **6.0 Staff Training**

The Designated Safeguarding Lead for the main school is Mrs. Wade (Deputy Head and member of the SLT).

The Designated Safeguarding Lead for the EYFS and Deputy DSL 1 for the main school is Mrs. Hunte (Nursery Manager and member of the SLT).

They have been fully trained for the demands of this role in child protection and inter-agency working. They attend courses with other child support agencies to ensure they remain conversant with best practice. They undergo refresher training every two years and maintain close links with the Gloucestershire Partnership Safeguarding Support Unit and attend an annual DSL Forum.

Most recent multi-agency training - Mrs Hunte and Mrs Wade November 2019

They meet with the designated trustee, Mrs. Hooper, at least once a term. Mrs. Hooper's training will be renewed every two years as well.

Training for the whole staff including the Headmaster will be renewed every 3 years in line with advice from GSCE. A Safeguarding audit is completed for GSCE annually.

Most recent training – March 2019

Every year in September all staff are required to read and sign that they have read our updated Safeguarding Policy along with any related documents, such as KCSIE. All staff who work directly with children have to read Part 1 of KCSIE and Annex B ( those who don't work directly with children Annex A only.) The SLT and Trustees read the whole document.

Refresher training takes place every September to help all staff understand at least Part 1 of KCSIE and their roles in helping to safeguard our pupils. They complete a quiz to consolidate this. In September 2019 this training included training on all aspects of peer-on-peer abuse, particularly the new law making 'upskirting' a criminal offence.

Staff meetings and emails are used to update staff on any changes to policy or procedures as required during the year.

## **7.0 Safer Recruitment**

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service. Full details of the School's safer recruitment procedures for checking the suitability of staff, Trustees and volunteers to work with children and young people is set out in the School's Recruitment and Selection Policy.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised are:

- Speaking with the visiting speaker in advance about the content of their talk;
- Reviewing any written content (including power point slides; and
- Full supervision during the talk and constantly monitoring content.

## **8.0 Staff Induction**

All staff, including temporary staff and volunteers, are provided with induction training before they start work that includes:

1. Our Safeguarding Policy.
2. Our Staff code of Conduct policy ( this is in the Safeguarding Policy).
3. The identity of our two designated persons for safeguarding.
4. A copy of Part 1 of KCSIE ( Staff working directly with children will also be required to read Part 5 and Annex A)
5. Our Equal Opportunities Policy.
6. Our Behaviour Policy
7. Our Anti-bullying Policy
8. Online Child Protection Training.
9. Online Prevent Training as appropriate.

(See Induction Policy)

## **9.0 Record Keeping**

The school's records on child protection are kept in a locked cabinet and are separated from routine pupil records. Access is restricted to the DSLs.

## **10.0 Educating pupils about safeguarding**

Our curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and support staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All the staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHE (which includes the new Relationships curriculum) and assembly time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. We use opportunities, such as the annual National Anti-Bullying week to teach about the unacceptability of bullying and abusive behavior, including 'banter' and to promote the safe use of the internet and mobile phones; including that sexting is unacceptable behaviour and that they should never create or send sexual images or videos of themselves, inside and outside of school using age appropriate material. Although our children do not bring their own devices to school we recognise that the majority of them have access to the internet at home and need to be taught how to keep themselves safe online. This is especially important when schools are closed and pupils are learning remotely. (See Safeguarding Addendum and annex C of KCSiE 2020. In school we allow pupils to access the internet but filters are in place and usage is monitored by our Network Manager. (see E-Safety Policy). Outside agencies, such as the NSPCC and the Police, are invited to lead assemblies and workshops on keeping safe and how to access help. Staff are always available to listen to

children whenever they feel able to confide in us and we have a 'worry box', which is checked daily.

## **11.0 Code of Conduct for Staff**

### **(A more detailed version of this is available for Staff in their Employment Terms Handbook)**

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Our music practice rooms all have windows either into another teaching room or the outside. Where possible, a gap or barrier should be maintained between the teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his / her own in a car unless reasonable care has been taken to gain permission from parents.

#### **Communication with pupils:**

Any contact made out of school is through parents. All conversations must be professional.

#### **Use of mobile phones:**

Use of staff mobiles during school sessions should be:

- Discreet and appropriate
- Out of lesson time and not in the presence of children

Staff should never contact students from their personal mobile phone or give their mobile phone number to pupils.

#### **Use of cameras:**

Photographs should only be taken on a school device and only downloaded onto school computers, never personal devices.

#### **Use of e-mail:**

Staff should never send personal e-mails to pupils or give pupils their personal e-mail address. All communication will be via parents and the school e-mail address.

#### **Use of social media and social networking sites:**

Staff should never accept or initiate as a friend any pupil or past pupil on any social media platform.

#### **Whistleblowing**

See section 15.1

#### **Physical restraint:**

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself / herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing in School Manager and reported immediately to the DSL / Head, along with a printed copy of the written report, who will decide what to do next. If a child becomes violent in class the priority is to remove the rest of the class and send for a member of the Senior Leadership Team. Parents will always be informed.

### **Conveying a pupil by car:**

Parental permission should always be sought. Where possible a child should not travel alone with a member of staff. This is to minimize the risk to both the child and the member of staff. If a child is left alone at the end of an off site activity the member of staff should attempt to contact the parent or the school. If contact is not possible and the only recourse is for the member of staff to convey the child, it is best practice to ensure they sit in the back seat.

### **Changing children:**

Staff should not be by themselves when changing children, particularly when changing nappies or pull-ups.

## **12.0 Procedure if a pupil reports abuse**

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as Childline. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the DSL with a written account of what has transpired as a matter of urgency. Take action; do not assume that someone else will. If a pupil decides to speak to a member of staff about the fact that either he / she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally, and remember that they are not carrying out an investigation, (which is a task for specialists).
- Take what the child says seriously, and calmly, without becoming emotionally involved.
- Make it clear why unconditional confidentiality cannot be offered.
- Explain that any adult member of staff is obliged to inform the DSL, if child protection or safeguarding issues are involved, in order that specialist help can be arranged.
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse.
- Reassure the child that he or she was right to tell, and that he / she is not to blame for having being bullied or abused.
- Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the DSL)
- Allow the child to tell his or her own story, without asking detailed or leading questions.

- Record what has been said immediately after the interview, timing, dating and signing the note.
- Inform the DSL or the Head as soon as possible – at least by the end of the morning / afternoon session of that day.
- The DSL will then take appropriate action. See section 13.

Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to the Medical Room. In serious cases, the Police should be informed from the outset by the Head or DSL.

### **13.0 Procedure where a member of staff has concerns about a pupil.**

If a teacher or other member of staff has concerns about any pupil or incident that touches upon child protection issues, they should report them as soon as possible to the DSL or to the Deputy DSL. Do not assume that somebody else will take action.

Information about possible abuse may come to a member of staff in several ways – direct allegation from a child that has been abused, through a friend, relative or other child, through a child’s behaviour or through observation of an injury to the child.

In the case of an allegation being made by the child concerned or by a third party it is important to remember that:

- Defendants have been acquitted where leading questioning or inappropriate investigation has been proven.
- It is vital that subsequent enquiries should not be prejudiced by detailed questioning in school.

The DSL and / or Head will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, carers, Gloucestershire Safeguarding Children Partnership (GSCP), or other agencies involved to identify the support strategies that will be appropriate. It is important that children receive the right help at the right time to address risks and prevent issues escalating. We will always act on and refer the early signs of abuse and neglect. The Children’s Helpdesk will be consulted before a referral is made if a case is a borderline one or there are doubts about the need to make a referral. Contact will be made with a Welfare Agency within 24 hours of a disclosure being made or suspicion of abuse. If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children’s social care immediately. Full and up to date procedures can be found at [www.gscb.org.uk](http://www.gscb.org.uk).

### **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child’s life that are a threat to their safety and/or welfare. The School will share as much information with Children’s Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

We will reassess concerns when situations do not improve and challenge inaction.

## **Children at risk**

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

We do not need parental consent before making a referral to statutory agencies if we believe the child is in immediate danger.

## **Children in need**

### **13.1 Early Help**

Any child may benefit from early help but all 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 misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

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.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Gloucestershire partnership's referral threshold document.

In these cases the DSL and/or the Head teacher will consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). Parents will be asked to sign a consent form which is available on the GSCB website. This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework (CAF), being carried out along with Team around the Child (TAC)



meetings. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate.

If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

See: Gloucestershire's Levels of Intervention Guidance  
[www.gscb.org.uk](http://www.gscb.org.uk)

### **Children of Concern**

Where help from external agencies is not appropriate we will decide what support is necessary in school. We will monitor the situation carefully and keep staff and parents informed. Children of concern form part of the agenda for all departmental, full staff, SLT and weekly pastoral meetings.

At these meetings we discuss: how the child presents, behaviour, attitudes to learning, friendships, family issues, additional needs, any support they receive, general progress and any agencies involved. This allows us to identify any children and families that would benefit from early help, it allows us to help them access services in the school and beyond the school. We will decide if the child needs to be monitored or if action needs to be taken by the appropriate staff member.

Parents have contact with Class Teachers who are the first point of reference for pupils' wellbeing as well as academic progress.

**We encourage parents to contact us immediately if they are worried about their child or feel that they might be in need of support.**

At The Richard Pate School we meet the needs of our children through a variety of ways:

Pupil Voice – our children are actively encouraged to speak about any concerns they have to a member of staff. We have a 'Worry Box' for those who feel that they cannot talk directly to a member of staff. In lessons children are taught to speak openly about their emotions.(SEAL) Our children know our staff take all their concerns very seriously.

Online Pupil survey – The results of our on-line pupil survey are discussed by the SLT and the wider staff and acted upon if necessary.

Mrs C. Lewis has undertaken Mental Health courses and offers one-to one or group sessions for any children who need to talk or just need some time out.

**SENCO – Mrs Ellis and Mrs Hunte-** work with children and families with additional needs and can signpost parents to many different agencies including for example, speech and language therapists, Educational Psychiatrists, health workers and occupational health services. Ruth Price is the SEND Early Help Advisor for our area. Mobile: 07796 610496.

**Designated Safeguarding Leads – Mrs Wade and Mrs Hunte** ensure rigorous and robust systems are in place within the school to ensure the safety of all of our children. We always act

in the interest of the child. They also have knowledge of the CSE screening tool which can be used for early identification for children at risk.

**Gloucestershire Early Help Partnership** – If we and the families we are helping need more support we can request help from this team as long as the parents are agreeable.

Email: [cheltenhamearlyhelp@gloucestershire.gov.uk](mailto:cheltenhamearlyhelp@gloucestershire.gov.uk)

Phone: 01452 328160

**We also liaise with other agencies and people within the local community.**

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

#### **14.0 Procedures for dealing with abuse by one or more pupils against another pupil.**

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, upskirting, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh.

The school acknowledges that even if there have been no reported cases of peer on peer abuse in relation to pupils within the school, such abuse may still be taking place and is simply not being reported. We will ensure that children are aware of how they can report abuse and that there are procedures that the school will follow once a report has been made.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children such as a staff mentor or TA.

The school aims to minimise the risk of peer on peer abuse through appropriate supervision, fostering an open environment where our children feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through assemblies and a strong and positive PSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, should be treated as being “at risk”.

Staff must reassure those reporting peer-on –peer abuse that they are being taken seriously. All disclosures, including those of sexual harassment must be carefully logged and followed up by the DSL.

The abused and the abuser will be looked after separately and a number of factors will need to be logged.

- The nature and severity of the abuse.
- The nature of the relationship between 'victim' and 'abuser'.
- The difference in age between the two.
- Whether any degree of force or coercion is used.
- Whether it is a 'one-off' incident, or persistent over time.
- The appropriateness of response by the parents. Any known history in either child's family that should arouse increased concern.

Behaviour of a bullying nature will be managed following the school's Anti-Bullying Policy. Appropriate support will be given to both the perpetrator and the victim. Any bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Inappropriate sexual behaviour by a child is sometimes caused by their lack of understanding of appropriate boundaries but should be taken seriously.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the GSCE on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the GSCE, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the GSCE and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

The School's approach to sexting is set out in Section 14.1 (below)

When there has been a report of sexual violence, the DSL will 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;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever

be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport. Staff training regarding this is part of the regular update training lead by the GSCE.

**NB:** Advice will be sought from the The GSCE on 01452 426565 and if necessary a referral will be made.

The document: *'What to do if you're worried a child is being abused – A Guide for Practitioners'* is also a good source of advice.

## 14.1 Sexting

In cases of sexting we would refer to guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2015: 'Sexting in schools and colleges. Responding to incidents, and safeguarding young people.'

Sharing photos and videos online is part of daily life for many but it is illegal to create and share sexual photos and videos of under 18s.

If an incident involving sexual imagery being sent or received by a pupil from a mobile phone or other device comes to a member of staff's attention the incident should be referred to the DSL as soon as possible and recorded.

Staff should not view or forward illegal images of a child. The following links provide details on what to do when the report includes an online element and, in particular advice on what to do if viewing an image is unavoidable: [searching screening and confiscation](#) advice (for schools) and [UKCCIS sexting](#) advice (for schools and colleges).

The DSL will hold an initial review meeting with appropriate school staff

There should be subsequent interviews with the young people involved (if appropriate) and support given.

Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

## 15.0. ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, DSL, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and Gloucestershire Safeguarding Children Partnership arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or

- |  |
|--|
| <ul style="list-style-type: none"><li>• Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.</li></ul> |
|--|

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should immediately contact the Local Authority 'designated officer' to discuss the allegation. The School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head or to the DSL if the Head is unavailable. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head or DSL is absent or is the subject of the allegation or concern, reports should be made to the Safeguarding Trustee who will keep the Chair of Governors informed. Where the Head or DSL is the subject of the allegation or concern, the Head or DSL must not be informed of the allegation prior to contact with the Safeguarding Governor and 'designated officer' (LADO).
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer, WT and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

6. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
7. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

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

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the

irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

### **15.1 Whistle-blowing**

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the DSL or Head. Any concern will be thoroughly investigated under the school's whistle-blowing procedures. If there is evidence of criminal activity, the Police will always be informed. Wherever possible, and subject to the rights of the pupil, a member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution.

Confidentiality : A member of staff who uses the whistle-blowing procedure is entitled to have their name protected from being disclosed by the Head to the alleged perpetrator, without their prior approval. However, it has to be recognized that their evidence may be required by the Police to be used in any criminal proceedings.

(For more detail see Staff Employment Handbook)

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

### **16.00 Prevent Duty**

Protecting children from radicalisation is part of our wider safeguarding duties. See Annex B of KCSIE (September 2021).

Our Headmaster, DSLs and Bursar received WRAP training at the GSCB DSL Forum in October 2015. All classroom staff are asked to complete the on-line awareness training:

[http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)

Certificates are then filed and a record kept on School Manager.

Extremism is defined by Government as vocal or active opposition to fundamental British Values.

Through discussion and Prevent awareness training the staff will assess the potential risk of our children being drawn into terrorism.

Our curriculum will address issues of respect, tolerance and fairness through the promotion of the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

We will ensure we have the appropriate level of filters so that children are safe when accessing the internet in school (see E-Safety Policy).

We will ensure that any visiting speakers are suitable and appropriately supervised. We always check the content of their talk before hand and they are never left alone with a group of children.

### **16.1 Signs and Symptoms that a child may be at risk of radicalisation or drawn into terrorism**

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism(2015) notes the following:

'There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.'

The following symptoms are taken from <http://educateagainsthate.com>

- Pupils may become argumentative and unwilling to listen to other people's points of view. They may refuse to engage with or become abusive to peers who are different to themselves, perhaps on the basis of race, religion, gender or sexuality. They may also become susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance can also be an indication: students may distance themselves from friends, both online and offline, convert to a new religion, significantly change their appearance or clothing, and reject activities they used to enjoy.
- Pupils at risk may also change their online identity, including their social media name or profile image. Some will have two parallel online profiles – one their 'normal' or old self and the other an extremist identity, often with another name. They may spend excessive amounts of time online or on their phone, and be secretive and reluctant to discuss what they're doing.
- More explicit signs include expressions of sympathy for extremist ideologies and groups or justification of their actions, accessing extremist material online, including on social networks such as Facebook and Twitter, possessing other forms of extremist literature, being in contact with extremist recruiters and joining or seeking to join extremist organisations.

### **16.2 Procedures if there is a concern that a child may be at risk of radicalisation or drawn into terrorism**

If any member of staff has any concerns that a child may be at risk of radicalisation or involvement in terrorism, they should inform the DSL immediately. The normal referral processes to the GSCE are available on 01452 426565 or out of hours 01452 614194.



Our local Prevent Officer can be contacted on the non-emergency police number 101.

The Channel programme, using a multi-agency approach, focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The Channel Panel in Gloucestershire is chaired by Alison Williams, Director of Youth support.

The following will also provide non-emergency support and advice about extremism for staff and governors:

The DfE dedicated telephone helpline and mailbox - 020 7340 7264

and

[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

## **17.0 Children Missing from Education**

This could be a sign of neglect, safeguarding concerns, travel to a conflict zone, or FGM and forced marriage. We keep both admission and attendance registers and follow up any absences. (See Policy and Procedures for Completing Attendance Registers)

We also inform the LA of any children leaving or joining our school at non-standard transition points following DfE guidelines from Children Missing Education. Where ever possible we hold more than one emergency contact number for each pupil.

## **18.0 CSE**

The definition of child sexual exploitation is as follows:

*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.*(CSE: Definition and guide for practitioners. Feb 2017)

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

## **19.0 HBV**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

## **20.0 FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

It is mandatory (October 2015) for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to they should still report this to the DSL and involve the GSCB.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include:

- a female child is born to a woman who has undergone FGM.
- a female child has an older sibling or cousin who has undergone FGM.
- a female child's father comes from a community known to practise FGM.
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children.
- a woman/family believe FGM is integral to cultural or religious identity.
- a girl/family has limited level of integration within UK community.
- parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law.
- a girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.3 for the nationalities that traditionally practise FGM).
- parents state that they or a relative will take the girl out of the country for a prolonged period.
- a parent or family member expresses concern that FGM may be carried out on the girl.
- a family is not engaging with professionals (health, education or other).
- a family is already known to social care in relation to other safeguarding issues.
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- a girl talks about FGM in conversation, for example, a girl may tell other children about it (see Keeping Children Safe in Education for commonly used terms in different languages) – it is important to take into account the context of the discussion.

- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent.
- a girl is unexpectedly absent from school.
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

This list was taken from Multi-agency statutory guidance on FGM

### **23.0 Mental Health**

Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only trained professionals can make a diagnosis. Staff, however, are well-placed to observe children day- to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

We have weekly Pastoral meetings where concerns about a pupil's mental health can be raised and actions planned.

If staff have a mental health concern about a child that is also a safeguarding concern they should speak to the DSL or DDSL immediately.

### **22.0 Domestic abuse**

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, 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 emotional.

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. We as a school should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse.

As part of The Richard Pate School's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**. The DSL will ensure that the necessary support is made available to the child following the notification of a domestic abuse incident.

### **23.0 Transparency**

The Richard Pate School prides itself on its respect and mutual tolerance. Parents / guardians have an important role in supporting The Richard Pate School. A copy of this policy is on the website and we hope that parents and guardians will always feel able to take up any issues or

worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

In general, we believe at The Richard Pate School that parents should be informed about concerns regarding their children. It is important that we are honest and open in our dealings with them. However, concerns of this nature must be referred to the DSL, Deputy DSL or the Head who will decide on the appropriate response.

In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the Gloucestershire Safeguarding Children Board (GSCB).

## **24.0 Policy Review**

Any deficiencies or weaknesses in Child Protection arrangements brought to our attention are remedied without delay.

The school monitors and evaluates its child protection policy and procedures through the following activities:

- Policy checked alongside new regulations termly.
- Scrutiny of attendance data.
- Analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school.
- Staff and trustees informed of any changes.
- Safeguarding audit completed annually with GSCB, checked by Safeguarding Trustee and Chair of Trustees.
- All staff are reminded of their responsibilities and the procedures termly.
- SMT and staff discussion session with children.
- The designated governor meets with both DSLs once a year before the governors undertake an annual review of our Child Protection policies and procedures and of the efficiency with which the related duties have been discharged.

## **25.0 Related Policies**

- Policy on Taking, Storing and Using Images of Children
- Policy on Induction of New Staff
- Policy for Uncollected Children
- Anti-Bullying Policy
- Behaviour Policy
- Discipline
- Rules
- Policy and Procedures for Completing Attendance Registers
- E-Safety Policy
- Recruitment Policy
- Visitor's agreement

## Appendix 1

### Role of the designated safeguarding lead (DSL) for the Main School and the DSL for EYFS

Pate's Grammar School Foundation has appointed Mrs Sue Wade (Deputy Head) as the main School's DSL, and Mrs Paula Hunte (Nursery Manager and Head of EYFS) as the School's DSL for EYFS. Both are members of the School's SLT, and act as each other's deputy to ensure one of them is always available to discuss safeguarding concerns.

The Mrs Wade takes **lead responsibility** for safeguarding and child protection in the main School and Mrs Hunte takes lead responsibility for safeguarding in the Nursery & Reception classes. They act as deputy for each other.

Both members of staff are given the necessary resources to undertake their responsibilities and where necessary more resource is provided according to need. The DSL's role is as follows:

#### Manage referrals

The DSL (or deputy-DSL) does the following:

- refers cases of suspected abuse to the local authority children's social care as required;
- supports staff who make referrals to local authority children's social care;
- refers cases to the Channel programme where there is a radicalisation concern as required;
- supports staff who make referrals to the Channel programme;
- refers cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refers cases where a crime may have been committed to the Police as required.

#### Work with others

The DSL (or deputy DSL) does the following:

- liaises with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaises with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaises with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Acts as a source of support, advice and expertise for staff.
- oversees E-Safety procedures and policy in school, including training for staff; inclusion in assemblies and curriculum; and updates to parents.

#### Training

The DSL and deputy DSL undergoes training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years.

The DSL and deputy DSL have undergone Prevent awareness training and FGM training.

The DSL and deputy DSL's knowledge and skills are refreshed at least annually (via e-bulletins, the local safeguarding forum, or reading safeguarding developments) to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

### **Raise Awareness**

The DSL and deputy-DSL does the following:

- ensures the school's child protection policies are known, understood and used appropriately;
- ensures the school's Safeguarding Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and works with the RPS Committee and Pate's Grammar School Foundation regarding this;
- ensures the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- links with the local Gloucestershire SCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

Where children leave the school the DSL ensures their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. We will proactively share information with the new school to enable the school to have support in place when a child arrives and to ensure that key staff, such as the SENCO, are aware of any needs.

### **Availability**

During term time the DSL or deputy DSL is always available (during school hours) for staff in the school to discuss any safeguarding concerns. If they are not available in person they are always contactable by e-mail.

# Stages of Referral for Educational Settings:

## Professional has concerns

If a Professional has a concern about the well being of a child (or unborn baby), then that professional should:-



## Consultation with supervisor

share their concerns with their supervisor/line manager/designated teacher or named professional to help clarify the nature of their concerns



## Completion of written record

complete a written record of the nature and circumstances surrounding the concern including any previous concerns held



## Contact social workers for advice

in those cases where you have a concern but are unsure about how to proceed contact the

Children's Help Desk Tel: 01452 426 565

and ask to speak to a social work practitioner



## Contact the children's helpdesk

In those cases where you are clear a social work assessment is required make a referral to the:

Children's Help Desk Tel: 01452 426 565

within 24 hours (immediately if the concerns are about physical injury or sexual abuse). The CYPD social care section will then take responsibility for managing any subsequent enquiries. The referrer should confirm the details of the concern to CYPD, in writing, within 48 hours



## Resolving professional Difference (escalation policy)

Remember to use the 'resolution of professional difficulties (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for the child. Advice about procedural issues including using the resolving professional differences procedures can be obtained through the Safeguarding Children Service on 01452 58 3629

For out of hours social work advice please contact the Emergency Duty Team on 01452 614 194

## Appendix 2b: RJS Child Protection Referral

Referral Form for recording information required by Children & Families Helpdesk (form may then be faxed to the Helpdesk as written follow up):

<b>Details of Referrer</b>	<b>Name</b>	
	<b>Address</b>	
	<b>Telephone/email</b>	
	<b>Job Title</b>	
<b>Details of Child/ren</b>	<b>Name</b>	
	<b>Address</b>	
	<b>Date of Birth</b>	
	<b>Gender</b>	
	<b>School</b>	
	<b>Previous Schools</b> (If known)	
	<b>Parents' names</b>	
	<b>Address</b>	
	<b>Siblings' names</b> (if known)	
<b>Siblings' schools</b> (if known)		
<b>Any known Agency Involvement</b>	<b>Social worker</b>	
	<b>Educational Psychologist</b>	
	<b>Doctor</b>	
	<b>Other</b>	
<b>Incident of concern (continue on separate sheet if necessary)</b>	<b>Details of concern about the pupil</b>	
<b>Any other details</b>	<b>SEN CofP?</b>	
	<b>Disability?</b> (If yes, preferred means of communication)	
	<b>Attendance issues?</b>	
	<b>English as a second language?</b>	
<b>Parents aware referral has been made?</b>	Yes/No	
<b>Signature of referrer and date.</b>		



### Appendix 3

## Record of Concern Form

Child's Name:
Child's DOB:
Date and time of concern:
Your account of the concern: (what was said, observed, reported and by whom- attach notes if necessary)
Additional information: (your opinion, context of concern/disclosure)
Your response: (what did you do/say following the concern)
Your name:
Your signature:
Your position in school:
Date and time of this recording:
Action and response of the DDSL/DSL: