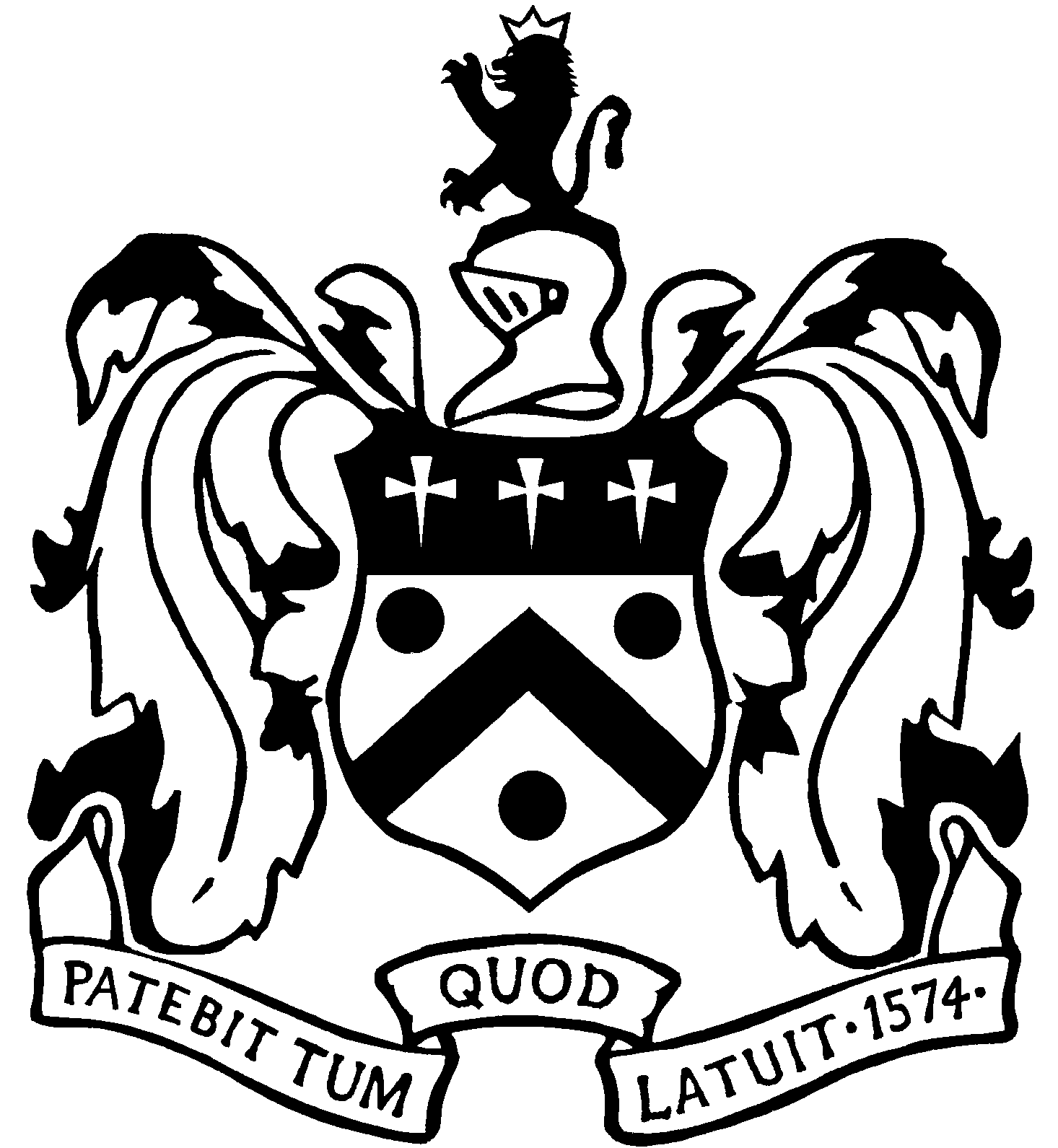
**THE RICHARD PATE SCHOOL**



**SAFEGUARDING POLICY**

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

**Updated with KCSIE 24 Additions September 2024 JMH**

**Updated Role of DSL April 2024 JMH**

**Updated with Positive Handling of Children April 2024 JMH**

**Updated with new definition of extremism March 2024 JMH**

**Reviewed and Updated by September 2023 JMH, PH & HP**

**Signed off by Pate’s Grammar School Foundation Board**

**and Chairman of The Richard Pate Committee**

**3rd October 2024**

**Next review date September 2025**

**Contents**

|  |  |  |
| --- | --- | --- |
| **Section** | **Contents** | **Page** |
| 1.0 | Introduction | 3 |
| 2.0 | Overview | 4 |
| 3.0 | Key personnel and contact details | 5 |
| 4.0 | What is child abuse?  Types of Abuse neglect and exploitation: Children with SEND, Abuse, Physical, Emotional, Sexual,Sexual harassment, Upskirting, Neglect, Serious Violence, Child criminal exploitation | 6 |
| 5.0 | Signs and symptoms of abuse,  Physical, emotional, sexual, neglect | 9 |
| 6.0 | Staff training | 11 |
| 7.0 | Safer Recruitment | 11 |
|  | Visiting Speakers | 12 |
| 8.0 | Staff induction | 12 |
| 9.0 | Record keeping | 13 |
| 10.0 | Educating pupils about how to keep themselves safe and others safe  Filtering and Monitoring &  Staff Expectations, roles and responsibilities around filtering and monitoring | 13  13  14 |
| 11.0 | Staff Code of Conduct  When a Child is Physically Held to Stay Safe, Positive Handling of Children  Conveying a pupil by car, Changing Children | 15  16  16 |
| 12.0 | Procedure if a pupil reports abuse | 17 |
| 13.0 | Procedure when a member of staff has concerns about a pupil. | 18 |
|  | Contextual Safeguarding | 19 |
| 13.1 | Children in Need  Early Help, Children of Concern, | 19  20 |
| 14.0 | Procedures: Allegations of abuse by one or more pupils against another pupil | 21 |
| 14.1 | Sexting | 24 |
| 15.0 | Referrals to LADO: Allegations against staff, volunteers, DSLs and the Head. | 24 |
| 15.1 | Low level concerns | 27 |
| 15.2 | Whistle-blowing | 29 |
| 16.0 | Prevent Duty | 29 |
| 16.1 | Signs and Symptoms that a child may be at risk of radicalisation or drawn into terrorism | 30 |
| 16.2 | Procedures if there is a concern that a child may be at risk of radicalisation or drawn into terrorism (PREVENT) | 30 |
| 17.0 | Children Absent/Missing from Education | 31 |
| 18.0 | Child Sexual Exploitation (CSE) | 31 |
| 19.0 | Honour Based Violence (HBV) | 32 |
| 20.0 | Female Genital Mutilation (FGM) | 32 |
|  | How Should Staff Respond to an Incident of Nudes and Semi-Nudes being shared by Pupils | 33 |
| 21.0 | Mental Health What a Child Should Do if they Need a Social Worker | 34 |
| 22.0 | Domestic Abuse | 35 |
| 23.0 | Arrangements for Use of School Premises for Non-School Activities | 36 |
|  | Dealing with Safeguarding Concerns and Allegations about Organisations or Individuals Using School Premises | 36 |
| 24.0 | Transparency | 37 |
| 24.0 | Policy review | 37 |
| 25.0 | Related policies | 38 |
| 26.0 | The School’s Arrangements to fulfil other Safeguarding Responsibilities: Sex Ed | 38 |
| Appendix 1 | The Role of the DSL | 39 |
| Appendix 2 | Stages of Referral | 41 |
| Appendix 3 | Record of Concern Form  Multi Agency Referral Form (MARF) web link | 45 |
| Appendix 4 | Staff Responding to Concern Flow Chart | 46 |
| Appendix 5 | GSCP Contacts and the Windscreen diagram to demonstrate the Continuum of Need | 47 |

**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 2024) (KCSIE),
* 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 Updated July 2022 (Still dated 2018) (WT)
* Information Sharing (Updated 12 July 2023 to 2018 version)
* Revised Prevent Duty Guidance: for England and Wales (July 2015) (Updated April 21)
* The Prevent duty: departmental advice for schools and childminders (June 2015, updated April 2021))
* The Prevent duty: Departmental advice for schools and childminders (June 2015)
* The use of social media for on-line radicalisation (July 2015)
* Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated 2021)

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 for the purposes of this guidance as:

* providing help and support to meet the needs of children as soon as problems emerge
* protecting children from maltreatment, whether that is within or outside the home, including online
* preventing the impairment of children’s mental and physical health or development
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care
* taking action to enable all children to have the best outcomes.”

(KCSIE September 2024).

‘All staff should have an awareness of safeguarding issues that can put children at risk of harm.

Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or

persistent absences from education, serious violence (including that linked to county lines),

radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or

videos can be signs that children are at risk. KCSIE 2024 para 29

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.gloucestershire.gov.uk/gscp/](http://www.gloucestershire.gov.uk/gscp/) 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 GSCP. 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. Miller-Howell (Deputy Head and member of the SLT). [jmiller-howell@richardpate.co.uk](mailto:jmiller-howell@richardpate.co.uk) or phone on 01242 522086

The Designated Safeguarding Lead for the EYFS and Deputy DSL 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 Deputy Designated Safeguarding Lead is Mrs H. Pearce [hpearce@richardpate.co.uk](mailto:hpearce@richardpate.co.uk)

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 GSCP)**

Gloucestershire Children and Families Front Door /Children’s Helpdesk:

9.00 a.m. / 5.00 p.m. Monday – Friday 01452 426565

Out of office hours 01452 614194

LADO (Local Authorities Designated Officers or Designated Officer)

Nigel Hatten [nigel.hatten@gloucestershire.gov.uk](mailto:nigel.hatten@gloucestershire.gov.uk) 01452 426994

**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

NSPCC Whistleblowing Advice Line : 0800 028 0285

Disclosure and Barring Service : 03000 200 190

Teaching Regulation Agency: 0207 593 5393

An up to date version of the Gloucestershire Safeguarding Children Partnership’s procedures and contact details can be found on this link:

<https://www.gloucestershire.gov.uk/gscp/>

Always refer to this ‘live’ version.

**4.0 WHAT IS CHILD ABUSE, NEGLECT AND EXPLOITATION?**

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

In line with Paragraph 19 KCSIE, ‘all staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.’

**Children with SEND**

Additional barriers can exist when recognising abuse, neglect and exploitation 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 2024):

**Abuse** (24):

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.”*

**Physical abuse (**25):

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** (26):

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 from 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** (27):

involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 and all staff should be aware of it and of their school or college’s policy and procedures for dealing with it.

**Neglect** (28):

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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**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 deliberating 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 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.

**Initiation/hazing:** type of violence and rituals involve using harassment, abuse or humiliation as a way of initiating a person into a group.

**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.

Annex B (Sept 2023) 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. Miller-Howell (Deputy Head and member of the SLT).

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

The Deputy Designated Safeguarding Lead is Mrs Pearce.

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 July 2022, Mrs Miller-Howell December 2022 and Mrs Pearce, December 2022

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. She completed Refresher Child Protection training in November 2021 and The Governance of Safeguarding training in September 2022.

Training for all trustees is regularly updated and from September 2022 have completed training specifically aimed at governors/trustees.

The DSL will report to the Trustees at least once a year. In October the policy is reviewed and any changes discussed.

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

Most recent staff training – April 1st 2022

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 questionnaire to consolidate this.

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 as set out in KCSIE. RPS informs shortlisted candidates that online searches will be carried out. 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

**Visiting Speakers**

Following the Prevent Statutory Guidance, RPS has a Visitor Speaker Policy which sets out the school’s legal obligations when using Visiting Speakers and sets out the standards of behaviour expected from visiting speakers.

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

* A request for outside speakers is firstly discussed with Miss West or Mrs Miller-Howell
* The person organising the visit will complete a checklist which includes 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.
* The school may also conduct research into the Visiting Speaker and /or their organisation, as appropriate.

**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 three designated persons for safeguarding.
  4. A copy of Part 1 of KCSIE ( Staff working directly with children will also be required to read Annex B; Staff not working directly with children will be given 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 HOW TO KEEP THEMSELVES SAFE AND OTHERS SAFE**

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, unless permission has been sought from the headmaster and then devices are stored away in the teacher’s cupboard from the start of the day until hometime, 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.) In school we allow pupils to access the internet but filters are in place (Smoothwall) and usage is monitored by our Network Manager as well as the effectiveness of the filters (see E-Safety Policy). The Network Manager, IT subject leader and DSL monitor and review the filtering categories at least once a year and they are sent weekly reports regarding pupils and the filtering sytem, as per the IT policy. E-Safety is integral to our ICT curriculum and is also embedded in the PSHE and Relationships Education.

**Filtering and monitoring**

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the School's IT system. The School’s systems are Smoothwall Filtering.

Such systems aim to reduce the risk of children being exposed to illegal, inappropriate or harmful materials online (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or financial scams (commerce risk); and help manage online behaviour that can increase a child’s likelihood of, or causes, harm for example making, sending and receiving explicit images.

The School ensures compliance with the DfE’s ‘filtering and monitoring standards for schools’ by;

* Identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
* Reviewing the filtering and monitoring provision at least annually.
* Blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
* Having effective monitoring strategies in place that meet our safeguarding needs.
* Children are not allowed to bring their own devices to school and there is no need for children to bring in their own devices. Children working on school devices for school work are to save it onto Showbie so that the work can be continued at home on their own device and then saved at home on Showbie for school access. All children are familiar with using Showbie.
* Mobile phones are not permitted unless special permission has been given i.e. walking to/from school or when parents are separated. When permission has been given, mobile phones/devices are handed in to the teacher at the start of the day, stored in the teacher’s cupboard and returned to the child at the end of the school day.

Further detail of the School’s policy and procedures in relation to online safety can be found in the School’s E-Safety Policy which also includes detail on the use of mobile and smart technology in School, including the School's management of the associated risks and the School’s filtering and monitoring arrangements to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet through the School’s systems.

The School will liaise with parents to reinforce the importance of children being safe online and the systems the School uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online when undertaking remote learning, including the sites they will asked to access and who from the School their child is going to be interacting with online.

**Staff expectations, roles and responsibilities around filtering and monitoring:** Should staff have any concerns, they should be reported to the Network Manager and DSL/Deputy Head immediately who will then inform the Head of ICT (LK) (as he is part-time) when necessary. Staff should also make an entry into School Manager.

It is staff responsibility to regularly explain that weekly reports of inappropriate internet use are sent to the network manager, the Head of ICT and the Deputy Head.

Outside agencies, such as the NSPCC and the Police, are invited to lead assemblies and workshops on keeping safe and how to access help. Year Four are invited to watch a performance about keeping safe online.

**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 15.2

**When a Child is Physical Held to stay safe**

It is only permissible to physically hold a child to stay safe 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 when a child has physically been held to stay safe 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.

**Positive Handling of Children**

At Richard Pate School, we prioritize creating a nurturing and supportive environment where every child feels valued, respected, and safe. Our positive handling of children approach is grounded in empathy, understanding and proactive intervention. We believe in fostering positive relationships between pupils and staff, emphasizing mutual respect and open communication. Our teachers are equipped with the skills and tools necessary to promote positive behaviour, de-escalate conflicts and intervene effectively when needed. We prioritize prevention through clear expectations, consistent routines and proactive strategies for managing classroom dynamics.

In instances where challenges arise, our staff employ non-physical interventions, focusing on de-escalation techniques and positive reinforcement to redirect behaviour. We believe in the power of positive reinforcement, recognizing and celebrating the achievements and efforts of our pupils. Our goal is to create a school community where every child feels supported, empowered, and inspired to reach their full potential.

Here are some examples of non-physical interventions that teachers can use at RPS to de-escalate behaviour:

1. **Active Listening**: Take the time to listen attentively to the student's concerns or frustrations. Reflect back what they are saying to show understanding and empathy. This can help the student feel heard and validated.
2. **Offer Choices**: Provide the student with choices to empower them and give them a sense of control. For example, you could offer choices related to activities, seating arrangements or tasks to help them regain focus and autonomy.
3. **Use Positive Language**: Speak calmly and positively to the student, using phrases such as "I understand you're feeling upset" or "Let's work together to solve this problem." Avoid using negative or confrontational language that may escalate the situation.
4. **Provide a Safe Space**: Create a designated area within the classroom where pupils can go to calm down and collect themselves if they are feeling overwhelmed. This space should be quiet, comfortable and free from distractions.
5. **Implement Visual Cues**: Use visual cues such as a calm-down corner, visual timers or visual schedules to help pupils regulate their emotions and understand expectations. Visual cues can be especially helpful for younger pupils or those with special needs.
6. **Teach Relaxation Techniques**: Teach pupils simple relaxation techniques such as deep breathing, mindfulness exercises or progressive muscle relaxation. These techniques can help pupils manage their emotions and reduce stress and anxiety.
7. **Redirect Attention**: Redirect the student's attention to a different activity or task to help them shift focus away from the triggering situation. This could involve offering a new activity, asking them to help with a classroom task or engaging them in a brief conversation about a topic of interest.
8. **Use Humour**: Use humour appropriately to diffuse tension and lighten the mood. A well-timed joke or light-hearted comment can help break the cycle of negative behaviour and create a more positive atmosphere in the classroom.
9. **Model Calm Behaviour**: Model calm and composed behaviour yourself, even in challenging situations. Your demeanour can have a significant impact on the emotional climate of the classroom and serve as a positive example for pupils.
10. **Reinforce Positive Behaviour**: Acknowledge and praise positive behaviour when you see it, even if it's small. Providing positive reinforcement can motivate pupils to continue exhibiting desirable behaviours and can help prevent future disruptions.

By incorporating these non-physical interventions into their classroom management strategies, teachers at RPS can effectively de-escalate behaviour and create a positive and supportive learning environment for all pupils.

**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. *\*See Intimate Care Policy*

**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.gloucestershire.gov.uk/gscp/](http://www.gloucestershire.gov.uk/gscp/)

**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 school and college staff should

be particularly alert to the potential need for early help for a child who:

* is disabled or has certain health conditions and has specific additional needs
* has special educational needs (whether or not they have a statutory Education, Health and Care plan)
* **has a mental health need**
* 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 **or county lines**
* is frequently missing/goes missing from **education,** home or care,
* **has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.**
* is at risk of modern slavery, trafficking, **sexual and/or criminal** exploitation
* is at risk of being radicalised or exploited
* **has a parent or carer in custody, or is affected by parental offending**
* 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 alcohol and other drugs themselves
* is at risk of so-called ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
* is a privately fostered child.’

(KCSIE Para.18)

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 GSCP 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](http://www.gscb.org.uk/CHttpHandler.ashx?id=47407&p=0)

[www.gloucestershire.gov.uk/gscp/](http://www.gloucestershire.gov.uk/gscp/)

**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. We have Pupil Voice envelopes in each classroom in the Juniors where children can place a note of concern or if they simply want the teacher to be aware of something. In lessons children are taught to speak openly about their emotions. Our children know our staff take all their concerns very seriously.

We have two weekly lunchtime ‘Something to Say’ drop-in sessions for Juniors with two members of staff who are Mental Health First Aiders.

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.

Staff are always available to listen to children whenever they feel able to confide in us:

**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 Miller-Howell and Mrs Hunte and the Deputy DSL, Helen Pearce** 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 (Child Sexual Exploitation) screening tool which can be used for early identification for children at risk.

[ce-screening-tool-jan-2021-v2.pdf (gloucestershire.gov.uk)](https://www.gloucestershire.gov.uk/media/2105954/ce-screening-tool-jan-2021-v2.pdf)

**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.**

Child-on-child abuse is abuse by one or more pupils against another pupil of any age. It is recognised that girls are more likely to be victims of sexual violence and sexual harassment and boys perpetrators but all child-on-chlld abuse is unacceptable. This can happen both inside and outside of school. 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. We have a zero-tolerance approach to child-on-child abuse. 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 child on child 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 child on child 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. Children may not find it easy to tell staff about their abuse verbally. They can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report. If staff have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told.

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

Staff must reassure those reporting child-on- child abuse that they are being taken seriously and that they will be supported and kept safe. It is important to not promise confidentiality at this stage as it is very likely a concern will have to shared further. Staff should only report with those people who are necessary in order to progress it.

Staff must listen carefully to the child, reflecting back, using the child’s language, being non-judgemental, 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.

Disclosures, including those of sexual harassment must be carefully logged once the report from the child is complete. *Only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker.* Whenever possible the report should be managed with two members of staff present (preferably one of them being the DSL). The DSL should be informed as soon as practically possible if not involved in the initial report.

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 Glos. Safeguarding Children Partnership (GSCP) 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 GSCP, 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 GSCP 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 GSCP.

**NB:** Advice will be sought from the GSCP on 01452 426565. If it is advised that a referral isn’t needed the school will handle the incident internally utilising our Behaviour Policy and/or may decide that the children involved may benefit from early help. Where a child has been harmed, is at risk of harm, or is in immediate danger a referral should be made to children’s social care. Parents will be informed unless there are compelling reasons not to. Any report to the police will generally be in parallel with a referral to children’s social care. Parents will be informed unless there are compelling reasons not to.

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.

Part Five of KCSIE 2022 gives more detail and guidance about how schools should respond to all signs, reports and concerns. It also contains a helpful list of resources that schools can refer to.

**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. PROCEDURES: REFERRALS TO LADO - 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 * 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 * Behaved or may have behaved in a way that indicates they may not be suitable to work with children (this may include an incident outside of school which did not involve children but could have an impact on their suitability to work with children, for example an incident of domestic abuse). |

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).

1. 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.
2. 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.
3. 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.
4. 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.
5. 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).
6. 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 LOW LEVELCONCERNS AND OR ALLEGATIONS THAT DO NOT MEET THE HARM THRESHOLD**

If an allegation is made about staff that does not meet the criteria in paragraph 15.0 the School Low Level Concerns procedures should be followed.

**What are Low-level concerns?**

As identified in KCSIE 2022 the term low-level concern does not mean that it is insignificant. A low-level concern is any concern- no matter how small, and even if no more than a ‘nagging doubt’ that an adult working in or on behalf of the school may have acted in a way that:

* is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
* does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

* being over friendly with children
* having favourites
* taking photographs of children on their mobile phone, contrary to school policy
* humiliating pupils

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look inappropriate but might not be in specific circumstances.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of school; or as a result of vetting undertaken.

NB: The term ‘low-level does not mean that the concern is insignificant; it simply means the ‘behaviour’ does not meet the allegation threshold as defined in KCSIE.

**What to do if you have a concern**

We want to create and embed a culture of openness, trust and transparency in which the school’s values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced by all staff.

The intention of the policy is therefore to:

* maintain a culture of openness, trust and transparency in which staff are clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines.
* ensure staff feel empowered to raise low-level concern, whether about their own or a colleague’s behaviour, where that behaviour might be construed as falling short of the standards set out in the Code of Conduct.
* Provide for responsive, sensitive and proportionate handling of such concerns when they are raised- maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst on the other hand protecting staff from false allegations or misunderstandings.

All low-level concerns should be shared with the Head or in his absence the DSL as soon as possible. If the concern relates to the Head it should be reported to the Safeguarding Trustee who will work with the Chair of Trustees to follow this up.

Staff do not need to be able to determine whether their concern is a low-level concern or whether it meets the threshold of an allegation. This will be made by the Head/Chair of Trustees who will consult with the LADO if they are in any doubt as to whether the concern meets the threshold.

**What happens next?**

Evidence will be collected by speaking to the person who raised the concern, the individual involved and to any witnesses.

All low-level concerns, including those determined to be unfounded, will be recorded in writing by the Head. The record will include details of the concern, the context in which the concern arose, and any actions taken and decisions reached (and the rationale for them), and the eventual outcome. The name of the individual sharing their concerns will be noted. If the individual wishes to remain anonymous, then this will be respected as far as reasonably possible. Records of low-level concerns will be confidentially and securely stored by the Head in accordance with the Data Protection Act 2018 and the UK General Data Protection regulation until the individual ceases to be employed by the School.

Low-level concerns which relate exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in employment references provided by the School. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred to.

Records of low-level concerns will be discussed with the DSL as they arise but will also be reviewed by the Head and DSL on a termly basis to determine if potential patterns of concerning, problematic or inappropriate behaviour exist. Where a pattern of behaviour is identified consideration will be given to whether disciplinary procedures should be invoked, the matter should be escalated to the LADO and, more broadly, whether existing policies need to be revised and/or training is required to address wider cultural issues and minimise the risk of recurrence in the future.

**15.2 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 recognised 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 2023).

All staff have completed the on-line awareness training: https://www.educare.co.uk/courses/thepreventduty

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 (SEE Filtering and Monitoring) 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 and follow the Visiting Speakers Policy. We always check the content of their talk before hand and they are never left alone with a group of children.

(See Visiting Speaker Policy and Checklist.)

**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 GSCP 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

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

As of March 14, 2024, the UK government has introduced a revised definition of extremism, which expands beyond the previous focus on violent or terrorist activities to encompass a broader range of behaviors and ideologies that pose a threat to societal cohesion and democratic values. Under this new definition, extremism is defined as "the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs." This updated definition reflects a more comprehensive understanding of the complex nature of extremism and aims to address non-violent forms of extremism that undermine social cohesion and undermine the principles of democracy and pluralism (a system of power sharing).

**17.0 CHILDREN ABSENT/MISSING FROM EDUCATION**

Children missing from education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education elsewhere.

Children absent from education are children whose presence is expected at school but they are not there.

Children who are absent from education particularly on repeat occasions and/or for prolonged periods, and children missing education can act as a vital warning sign to a range of safeguarding issues. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, ‘honour’- based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help the child going missing in the future.

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.

‘All staff should have an awareness of safeguarding issues that can put children at risk of harm.

Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or

persistent absences from education, serious violence (including that linked to county lines),

radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or

videos can be signs that children are at risk. KCSIE 2024 para 29

**18.0 CHILD SEXUAL EXPLOITATION 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 HONOUR BASED VIOLENCE 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 FEMALE GENITAL MUTILATION (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 GSCP.

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

**HOW SHOULD STAFF RESPOND TO AN INCIDENT OF NUDES AND SEMI-NUDES BEING SHARED BY PUPILS**

All members of staff in an education setting have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible.

The DSL will follow the DDMSC / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" (December 2020) when responding to a report of sharing nudes and/or semi-nudes. This will include:

* Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
* Carrying out interviews with the children involved (if appropriate).
* Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children’s social care and/or the police, who would take the lead in deciding when they should be informed.
* Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process
* If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and Behaviour policies.
* If it is determined that there is a risk of harm, the DSL must make a referral to children’s social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head. Records will be kept in line with statutory requirements set out in *KCSIE* and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the police as a matter of urgency.

**21.0 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. We have three members of staff who are Mental Health First Aid qualified and hold ‘Here to Hear’ and ‘Something to say’ open door sessions.

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.

**What staff should do if a child requires mental health support**39

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. An online referral can be made to CAMHS via:  [www.ghc.nhs.uk/self-refer/camhs-referral-form](https://www.ghc.nhs.uk/self-refer/camhs-referral-form) More information can be found in the DfE *Mental Health and Behaviour in Schools* guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing, and resilience among young people.

**What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)**38

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child’s safety, welfare, and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services)

**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 will ensure that the necessary support is made available to the child following the notification of a domestic abuse incident.

**23.0 ARRANGEMENTS FOR USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES**

When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations.

Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The School will ensure that the DSL or DDSL can be contacted and/or is available at all times the school premises is in use, whether that activity is a school or non-school activity and regardless as to whether the children attending are on the school roll.

* Contact details for the DSL, DDSL or Safeguarding Trustee are at the beginning of this document which is provided to anyone hiring the School. They are also provided with the direct contact details of the Headmaster and Bursar.
* Anyone hiring the School is required to provide the School with details of its safeguarding policy and checks when arranging the letting. The School is entitled to check these where necessary. This is detailed in the terms and conditions of letting.

The School will ensure that safeguarding requirements are included in any agreement for use of the school premises (such as a lease or hire agreement) as a condition of use and occupation of the premises and that failure to do so by the provider to comply with this will lead to termination of the agreement.

When considering the safeguarding arrangements any providers have in place the School will have regard to the DfE’s non statutory guidance ‘Keeping children safe in out-of-school settings’ (April 2022).

All risk assessments for offsite activities include safeguarding.

**DEALING WITH SAFEGUARDING CONCERNS AND ALLEGATIONS ABOUT ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES**

The School may receive an allegation or concern relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children and/or vulnerable adults (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the School will follow their safeguarding policy and procedures, including informing the LADO.

When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations. Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate.

The School has arrangements in place for the use of school premises for non-school activities including the availability of the DSL or DDSL and how they can be contacted.

**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 Partnership (GSCP).

**Lesbian, gay, bi or trans (“LGBT”):** The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. The School endeavours to provide a safe space for LGBT children to speak out or share their concerns with trusted members of staff.

**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.
* All staff are reminded of their responsibilities and the procedures termly. These are covered within staff CPD and SLT sessions. Where relevant, staff are asked to record attendance and understanding through Microsoft FORMS.
* SLT 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 discharges.

**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
* Intimate Care Policy
* Rules
* Policy for CME and Procedures for Completing Attendance Registers
* E-Safety Policy
* Recruitment Policy
* Visitor’s agreement
* Visiting Speakers Policy

**26.0 THE SCHOOL’S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES**

**Relationships and Sex Education**

Relationships Education RSE has been compulsory from September 2020 although the School has flexibility to decide how it discharges its duties. The School understands that preventative education is most effective in the context of a whole-school approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic, and sexual violence/harassment.

The School will have regard to the DfE’s statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* when making arrangements for and teaching Relationships Education AND/OR RSE. (See Relationships Policy).

Relationships Education and RSE forms part of the School’s PSHE programme.

**Appendix 1**

**Job description for the role of the Designated Safeguarding Lead:**

The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff, from the school or college leadership team. The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). Additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post. Whilst deputies can carry out delegated activities, the ultimate lead responsibility remains with the designated safeguarding lead. The lead responsibility cannot be delegated.

***Any deputies should be trained to the same standard as the (DSL) and the role should be explicit in their job description.***

**Manage referrals**

The designated safeguarding lead is expected to:

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

**Work with others**

The designated safeguarding lead is expected to:

* act as a source of support, advice and expertise for all staff.
* act as a point of contact with the three safeguarding partners
* liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
* work closely with the School Business Manager to ensure all processes and procedures are in place as required,
* liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
* liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO’s), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
* liaise with the senior mental health lead and, where available, the mental health support team, here safeguarding concerns are linked to mental health
* promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
* work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This

includes:

* ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
* supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

\**there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.*

**Training, Knowledge and Skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

* understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;
* 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;
* understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
* understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
* understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
* are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
* understand and support the school or college 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;
* are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
* can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; and
* obtain access to resources and attend any relevant or refresher training courses.

**Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

• ensure that staff are supported during the referrals processes; and

• support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

**Raise Awareness**

The designated safeguarding lead should:

* ensure each member of staff has access to, and understands, the school or college’s child protection policy and procedures, especially new and part time staff;
* ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
* ensure the child protection 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 or college in this; and
* link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
* help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school and college leadership staff. The role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

**Information sharing and managing the child protection file**

**Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSiE, and therefore the designated safeguarding lead should be equipped to:

* understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
* understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
* to be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

• a clear and comprehensive summary of the concern;

• details of how the concern was followed up and resolved;

• a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSiE.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child’s safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

**Understanding the views of children**

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,

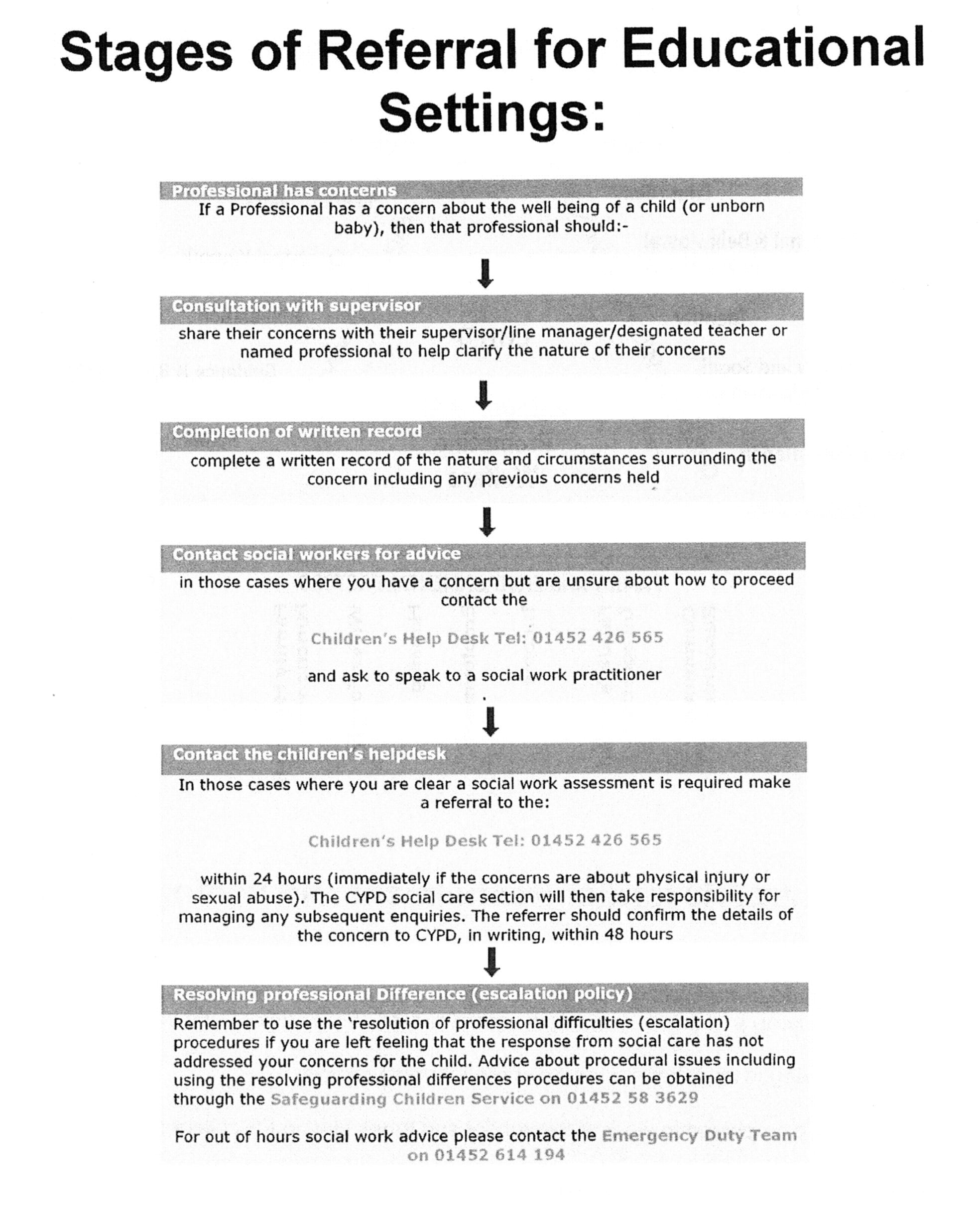
• understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

**Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

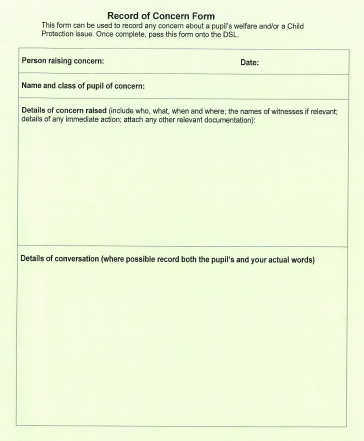
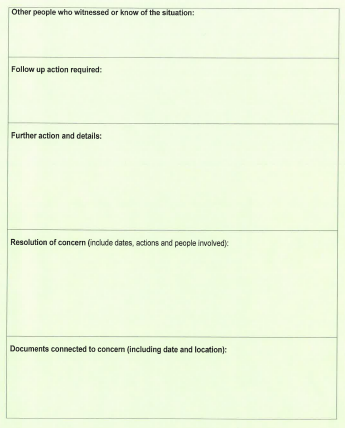
It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

**Appendix 2**



**Appendix 3**

Record of Concern Form *(green Record of Concern Forms Found in DSL’s office)*

Multi Agency Referral Form: (MARF)

Fill in the MARF online

[Multi Agency Referral Form (gloucestershire.gov.uk)](https://childreneh.gloucestershire.gov.uk/web/portal/pages/ehassess#marf)

**Appendix 4**



**Appendix 5**

LADO: Nigel Hatton, Jez Fletcher, Nicky Power 01452 426994

Early Help Co-ordinator Guidance from Lou Burridge GSCP

**Early Help Co-ordinator Practitioner Advice Line: 01242 328160**

If you are unable to get hold of your locality Early Help Co-ordinator (EHCO) or know who it is, you can contact the Early Help Co-ordinator Practitioner Advice Line (staffed by experienced EHCO’s): 9am - 4pm Weekdays Tel: 01452 426644

**To find out who your EHCO is -**

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3_2_3>

**Direct link to EH request for support and consent** form <https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=5o0SnQGOlD4>

