

THE ROBINSWOOD ACADEMY TRUST SAFEGUARDING POLICY

1. Introduction

"Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider at all times, what is in the **best interests** of the child".

(Keeping Children Safe in Education - DfE, September 2020)

- **This policy forms part of the staff handbook for staff and all new / supply staff must be aware of its contents.**
- **This policy applies to all staff, governors, students, volunteers and visitors within The Robinswood Academy Trust.**
- **This policy should be read in conjunction with the Gloucestershire Safeguarding Children's Executive (GSCE) 'Safeguarding Children Handbook' (www.gscb.org.uk/handbook). This is a live handbook and can be updated on a regular basis by GSCE. It should therefore be read online.**

The Robinswood Academy Trust fully recognises its responsibilities for safeguarding children (child protection). Our policy applies to all staff, governors and volunteers working in our schools. The policy also covers all safeguarding elements described in the Ofsted publication "Inspecting safeguarding in early years, education and skills settings" (Sept 2019).

Safeguarding and promoting the welfare of children is defined in "Keeping Children Safe in Education" (September 2020) as:

- Protecting children from maltreatment.
- Preventing 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

There are five main elements to our policy:

- Ensuring we practice safe recruitment¹ in line with Government guidance by using at least one NCL accredited recruiter on all interview panels and by checking the

¹ See Safer Recruitment Policy

suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management² procedures.

- 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 by logging welfare concerns and referring to the Children’s Helpdesk (Front Door).
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

2. Roles and responsibilities

Each school has identified specific staff that are responsible for the management of child protection issues:

ROBINSWOOD PRIMARY ACADEMY	
Designated Safeguarding Lead (DSL)	Miss Walker (Head of School)
Deputy Designated Safeguarding Leads at Robinswood	Mrs Doorbar (Inclusion Lead) Mrs Hockaday (Family Support worker) Mrs Andrews (Attendance Officer)
WATERWELLS PRIMARY ACADEMY	
Designated Safeguarding Lead (DSL)	Mrs Rawlings (Head of School Waterwells)
Deputy Designated Safeguarding Lead	Mr Eakers (Family Support Worker) Miss Salisbury (Learning Mentor)
HUNTS GROVE PRIMARY ACADEMY	
Designated Safeguarding Lead (DSL)	Mr Philcox (Head of School)
Deputy Designated Safeguarding Lead	Mrs Ramsey (Assistant Head of School)
MOAT PRIMARY ACADEMY	
Designated Safeguarding Lead (DSL)	Mrs Spendlove (Acting Moat Head of School)
Deputy Designated Safeguarding Lead	Mrs Ainsbury (Family Support worker) Mrs Crompton (Acting Moat Head of School)
GRANGE PRIMARY ACADEMY	
Designated Safeguarding Lead (DSL)	Mrs Williams (Head of School)
Deputy Designated Safeguarding Leads	Mrs L Clarke (Inclusion Lead) Mrs Jones (Learning Mentor)

The Designated Safeguarding Lead is responsible for co-ordinating child protection issues within the school and for ensuring that all staff, teaching and support, paid and volunteers know who the safeguarding leads are in the school and that they all receive, on a regular basis, information that enables them to identify child protection matters and respond

² See Appendix 1

appropriately. See job description for Designated Safeguarding Lead for further details of this role³.

The Designated Safeguarding Lead will also be alert to the additional vulnerabilities of children with a social worker, ensuring that staff know who those children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children. The Designated Safeguarding Lead (DSL) will also support staff to identify the challenges that children in this group may face and any additional support and/or adjustments that can make to best support them.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The Designated Safeguarding Lead and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Contextual abuse take different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation, and serious youth violence.

Each school has also identified a child protection governor representative:

- Robinswood /Moat Primary Academy: Mr Allen
- Waterwells Primary Academy: Mrs Capell
- Hunts Grove Primary Academy Mrs Stein
- Grange Primary Academy: Mrs Wilton

The child protection governor should ensure that the Governing Body's responsibility to challenge the school on aspects of safeguarding is carried out on a regular basis. It is also the role of each designated child protection governor to ensure that the school completes the annual safeguarding audit required by the GSCE.

The Governing Body has a responsibility to ensure that the policies, procedures and professional development and training in our school are effective and comply with the statutory requirements at all times.

The Governing Body will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and the GDPR.

[The Governing Body will ensure that all required policies relating to child protection and safeguarding (including Covid-19 requirements and guidance) are in place and that the Safeguarding Policy reflects statutory and local guidance. The policy is reviewed at least annually.

³ DSL job description

3. Statutory Framework

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

Each school also works in accordance with the following legislation and guidance:

Keeping Children Safe in Education (DfE, September 2020)

Working Together to Safeguard Children (HMG, 2018)

Education Act 2002

Counterterrorism and Security Act (HMG, 2015)

The Prevent duty Departmental advice for schools and childcare providers (DfE 2015)

Serious Crime Act 2015 (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

General Data Protection Regulations 2018 (GDPR)

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

Searching, screening and confiscation (DfE, 2018)

Children Act 1989

Children Act 2004

Children and Social Work Act 2017

Modern Slavery Act 2015

The Homelessness Reduction Act 2017

Preventing and Tackling Bullying (DfE, 2017),

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

Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017)

Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents, and carers. (DfE July 2018)

Advice on Whistleblowing in Maintained Schools (DfE 2014)

<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>

Voyeurism (Offences) Act 2019

Covid- 19 Guidance for full opening: schools (DfE 2nd July 2020)

4. The Robinswood Academy Trust's Gloucestershire Encompass Commitment

As part of The Robinswood Academy Trust's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.

In signing up to the Gloucestershire Encompass Model the Trustees and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.

- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

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

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children to know that there are adults in 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 from abuse.

We will follow the procedures set out by the Gloucestershire Safeguarding Children's Executive (GSCE):

www.gscb.org.uk/ and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the settings' senior leadership team.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role and have received a safeguarding induction within their first 7 days of employment.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse⁴ and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school/setting and staff for child protection by setting out its obligations on the 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 (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups. Where appropriate links will also be established with personnel responsible for Multi Agency Public Protection Arrangements (MAPPA) and Multi Agency Risk assessment Conferences (MARAC)
- Ensure all child protection/safeguarding concerns are logged immediately (on CPOMS) and the designated safeguarding officer is informed

⁴ See appendix 2

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- **Ensure that all staff have read part 1 of “Keeping Children Safe in Education” (September 2020).**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. Our schools may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

Our schools will endeavour to support the pupil through:

- The content of the curriculum⁵.
- The school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school.
- Ensuring that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

5. Safeguarding Children Training

The Robinswood Academy Trust will ensure that:

- The Designated Safeguarding Leads and Deputies receive appropriate and up to date training through the GSCE. The Designated Safeguarding Leads and child protection governors will attend multi agency training every two years.
- All staff will receive training every three years; any staff joining after the latest training session will be required to carry out the online training as organised by the GSCE.
- Governors receive appropriate training led by a representative from governor services.
- The Executive Headteacher, Heads of School, designated child protection governors and appropriate members of staff have attended up to date accredited 'Safer Recruitment Training'.
- All staff are kept informed of any changes to procedures as and when appropriate.

⁵ See PSHE policy and Internet Safety Policy

- Any new staff joining the school will be made aware of the procedures outlined in the policy and will be expected to complete online PREVENT and FGM training as part of the induction process.

A record of safeguarding training is held by the Human Resources Manager.

6. Safeguarding Procedures at The Robinswood Academy Trust

It is recognised that teachers and staff play an important role in identifying potential cases of child abuse. It is also important that all relevant agencies involved in child abuse co-operate together for the benefit of the child. All schools have a designated teacher for child protection, who liaises with Social Service departments and with teachers in school. For this procedure to work, it relies on the skills and expertise of every class teacher and adult within school to recognise or report concerns.

All staff have total commitment to child protection. They raise children's awareness about themselves through Personal and Social Education, Health Education, and develop a trusting climate so that children feel able to talk and share their thoughts and feelings.

We have a policy of partnership between home and school, but with child abuse, or suspicion of child abuse, our first and only responsibility is to the child. This may mean that parents are not informed or consulted in some instances. We may not be able to prevent child abuse, but by following child protection procedures, we are trying our best to protect all our children, and this is our first and only responsibility.

All staff, through their care of children, try to ensure that children keep safe, remain healthy and are able to say "NO". Suspected cases are reported, procedures adhered to and subsequent actions are left to the appropriate agencies. We also care for children who have been abused and understand their problems.

The DSL will ensure that supply staff etc will have a full knowledge of these procedures when working within the school.

7. Children with special educational needs and disabilities (SEND)

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
- Be more prone to peer group isolation than other children;
- Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication barriers that make telling an adult difficult and;
- The requirement of personal or intimate care.

8. Guidelines

In reporting concern or suspicion, all adults in school must follow the following procedures. The Designated Safeguarding Lead will then follow the Child Protection Procedures⁶.

Other staff should not attempt to conduct their own investigations or pursue the matter in any other way.

Reasons for Following Procedures

- It protects the child to the best of our ability
- It avoids delay
- It provides consistency
- It protects all staff
- It ensures that, if further action is taken by another agency, then the school has followed the protection procedures

If a child discloses abuse or staff are suspicious, there are four things to do:

- Report immediately to one of the Designated Safeguarding Officers
- Log concern on CPOMS
- Do not speak to the parents
- Do not promise the child that it will be kept a secret

It is very important in these cases that prompt and correct procedures are followed.

The reporting teacher will be told of any further action taken i.e. Social Care referral, monitor etc. If the reported case is taken up and investigated by an external agency, then any meetings, case conferences or action taken will be followed through and the teacher concerned informed.

Staff have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.

Children may feel they will not be believed, or that they will be punished. Staff will need to say that whatever has happened, it is not their fault. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child. It is crucial not to ask leading questions. Our role is to enable the child to speak and then know what to do next.

Staff must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR). Our Trust is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent or if to gain consent would place a child at risk.

⁶ See appendix 3

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

All safeguarding concerns are recorded on the secure site, CPOMS. Staff receive alerts regarding any relevant information relating to pupils in their class. Staff are kept informed of any child in their class who has a child protection plan.

Date of Policy: Updated September 2020

Review Date: September 2021

Signed: Executive Headteacher

Signed: Chair of the Trust Board

APPENDIX 1

Procedures for Allegations Management

If an allegation of abuse is made against a member of staff, the Government's Allegations Management Procedures (from Working together to Safeguard Children 2010) must be implemented.

Procedures covering allegations against a member of staff or a volunteer:

1. Procedures covering allegations against a member of staff or a volunteer:

In cases of allegations against adults in school, staff should refer to the Head of School immediately.

The Head of School must contact the Local Authority Designated Officer (LADO) for allegations (01452 426994 or 01452 583638) for an initial discussion. It is not the responsibility of the DSL to oversee the Allegations Management Process.

If necessary, the Head of School/Executive Headteacher, Local Authority Designated Officer, Social worker representative of the Safeguarding Children Service, HR and police will convene a multi-agency Allegations Management meeting urgently to plan any further appropriate action

Head of School should inform the Executive Headteacher if an allegation has been made about a member of staff.

2. Procedures covering alleged abuse by the Head of School:

If an allegation has been made against the Head of School, staff should contact the Executive Headteacher immediately. The Executive Headteacher must contact the Local Authority Designated Officer (LADO) for allegations for an initial discussion. It is not the responsibility of the DSL to oversee the Allegations Management Process.

3. Procedures covering alleged abuse by the Executive Headteacher:

If an allegation has been made against the Executive Headteacher, staff should contact the **Acting Chair of the Trust Board (Mrs Norris)** who should immediately contact the Local Authority Designated Officer for allegations (01452 426994).

APPENDIX 2

Definitions of Child Abuse

All school and college staff should be aware that abuse, neglect, and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another” [...] All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school or college and /or can occur between children outside of these environments”.

Keeping Children Safe in Education (DfE, 2020)

An abused child is a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who, at the time, is responsible for that child.

“Keeping Children Safe in Education” (September 2019) defines abuse as the maltreatment of a child:

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

The four main types of abuse are:

Physical Abuse

Physical injury to a child, including deliberate poisoning, where there is definite knowledge, or a reasonable suspicion that the injury was inflicted or knowingly not prevented.

Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not truly comprehend, and to which they are unable to give informed consent; or they violate the social taboos of family roles.

Neglect

The persistent or severe neglect of a child (for example by exposure to any kind of danger including cold or starvation) which results in serious impairment of the child’s health or development, including non-organic failure to thrive.

Emotional Abuse

The severe adverse effect on the behaviour and emotional development of a child by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment; this category should be used where it is the main or sole form of abuse.

Our schools are aware of the signs of abuse and neglect so we are able to identify children who may need help or protection. Within those four main types of abuse there are specific types of abuse that our schools are alert to:

Peer on Peer abuse

School may be the only stable, secure, and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, ‘sexting’ or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We understand the different gender issues that can be prevalent when dealing with peer on peer abuse.

<http://ceop.police.uk>

Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our schools take all victims seriously and they will be offered the appropriate support.

Our schools will ensure that sexual violence and sexual harassment is not acceptable in any circumstances. We do not accept that it is ‘just part of growing up’ or a joke. Our schools will manage such incidences in the same way by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern, we will follow the same procedures.

This may now include ‘upskirting’ which 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. It is now a criminal offence under the Voyeurism (Offences) Act 2019.

Children with special educational needs and disabilities (SEND)

Our schools understand that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our schools recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
- Be more prone to peer group isolation than other children;
- Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing signs;
- Communication barriers that make telling an adult difficult and;
- The requirement of personal or intimate care.

Our schools will consider these additional vulnerabilities and challenges in considering the safeguarding of our children.

Children Missing from Education (CME)

All children, regardless of their age, ability, aptitude, and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education.

Our school will inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more in line with the requirements for Children Missing Education.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to boys and girls from any background or community. This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the child needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals, groups, males or females and children or adults. Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve enforcement or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

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 grooming and exploiting children and young people to carry drugs, weapons, and money for them. Key to identifying potential involvement may be 'missing episodes' when the child may have been trafficked for the purpose of transporting drugs, weapons or money.

Serious Violence

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

Honour Based Abuse

So-called honour-based abuse (HBA) encompasses incidents or 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 such practices such as breast ironing.

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

Female Genital Mutilation (FGM)

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

From October 2015, the Serious Crime Act 2015 (Home Office, 2015) placed a duty on teachers to notify the police of any known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to FGM in line with the London Child Protection Procedures.

Forced marriage

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

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

Prevention of radicalisation

Children can be vulnerable to extremist ideology and extremism. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. The Counter-Terrorism and Security Act (HMG, 2015) Section 26 places a duty on schools in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the PREVENT duty.

It requires schools to:

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

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable radicalisation and being drawn into terrorism. All staff members understand how to identify those who may benefit from this support and are aware of relevant agencies to contact in circumstances where an individual demonstrates indicators of concern, as well as how to make a referral.

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

Self-Harm and Suicide Risk

Mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop and protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone’s vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual’s life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that young people that may be suffering from mental ill-health and are at risk of self-harm or suicide may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the well-being of our pupils. It is equally important that parents share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Where there are concerns that a child or young person may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident.

If a child discloses self-harm or found to be self-harming the DSL or relevant key person will take the time to establish any underlying concerns.

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

All staff should also be aware of other potential safeguarding issues, i.e.

- Gender identity and sexuality.
- Hate Crimes
- Domestic violence (<https://www.gov.uk/domestic-violence-and-abuse>)
- Drugs
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug-adviceforschools.pdf)
- Fabricated and Induced Illness
(<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>)
- Gender-based violence/violence against women and girls (VAWG)
(<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>)
- Private fostering (<https://www.gov.uk/government/publications/children-act-1989-private-fostering>)
- Teenage relationship abuse (<https://www.gov.uk/government/collections/this-is-abuse-campaign>)
- Trafficking (<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>)
- Multi-agency Public Protection Arrangements (MAPPA)
- Multi-agency Risk Assessment Conference (MARAC)
- Medication

For further information on child sexual exploitation and Female Genital Mutilation, staff should refer to 'part A' of "Keeping Children Safe in Education" (September 2020).

SIGNS AND SYMPTOMS

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
 - Bruise marks in or around the mouth
 - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
 - Grasp marks / Finger marks
 - Bruising of the ears

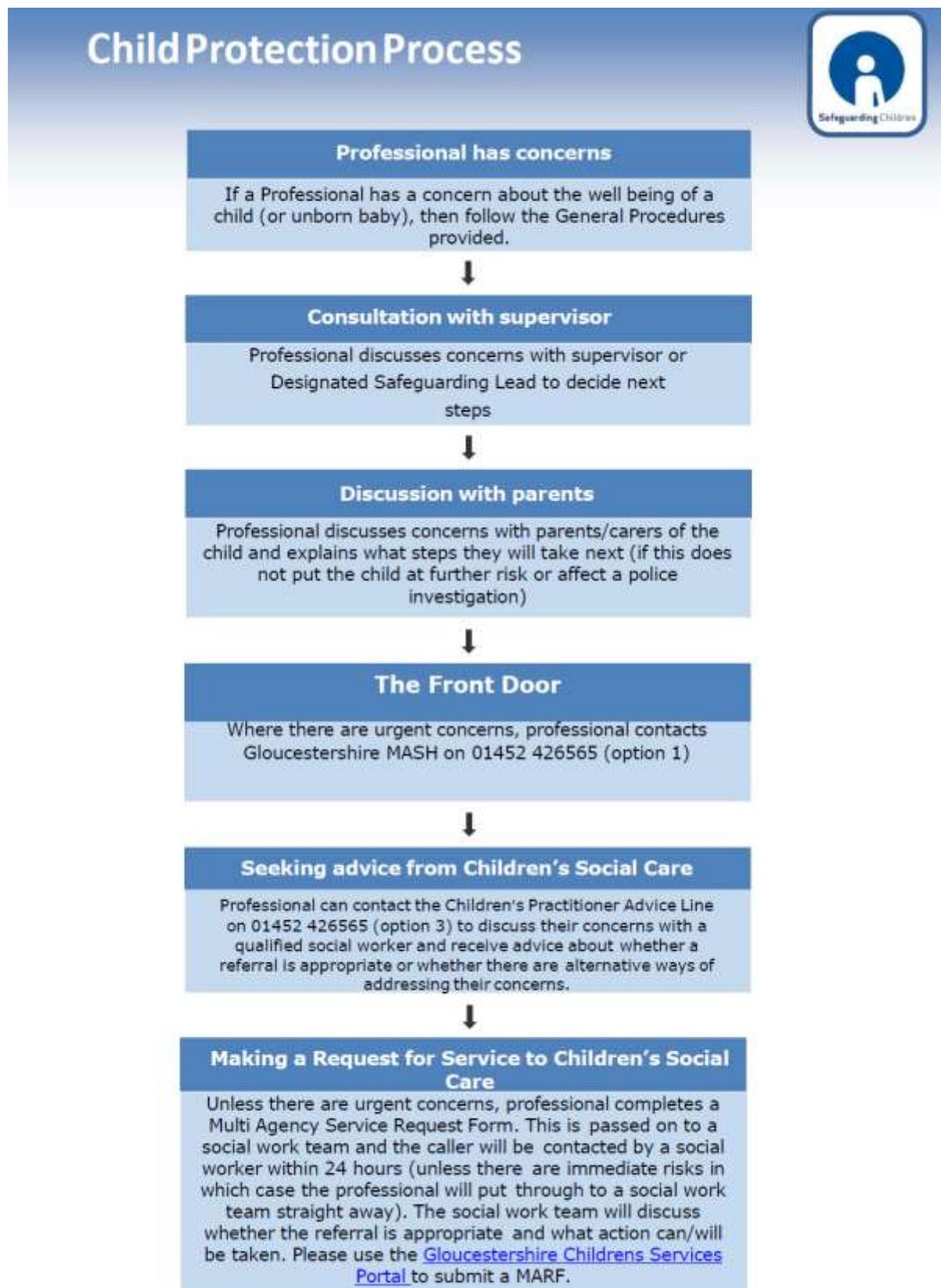
- Linear bruising (particularly buttocks or back)
- Differing age bruising
- Bite marks
- Burns and scalds / Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking
- Apprehension
- Antisocial behaviour
- Unkempt appearance
- Sexually precocious behaviour / Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc.

Further information regarding these issues can be found on the Gloucestershire Children Safeguarding Executive website: gscb.gloucestershire.gov.uk

All staff are also given additional information relating to Female Genital mutilation along with other key documents:

- Safeguarding Policy
- Copy of 'Guidance for Safer working Practices for Adults working with Children and Young People' (2019)
- "Keeping Children Safe in Education" Part 1 (September 2020)

All staff are asked to sign for the above documents.



Referrals to Social Care



Professional has made a referral to social care



Confirm in writing

If due to urgent concerns, a MARF was not completed at the time of the initial contact, then the referral must be followed up in writing within 48 hours
Childrenshelpdesk@gloucestershire.gov.uk
Gloucestershire MASH, Block 4, 5th Floor, Shire Hall, Glos.
GL1 2TG



Assessment

If accepted the referral will lead to an Assessment being commenced to determine whether there is suspected actual harm or likely significant harm.



Strategy Discussion

The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 5 working days).



Section 17 Child in need of services

Section 17 services are required when there are health or development concerns. These are determined through an assessment of need and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.



Section 47 Child in need of protection

A Section 47 enquiry is required because it is judged there is suspected actual harm or likely significant harm to the child. An assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.



Outcome of Assessment

The Assessment may confirm child protection concerns in which case a Child Protection Conference should be held within 15 working days of the last strategy discussion.
(It may also determine that services are required under Section 17).