

Queen Margaret Primary School

Safeguarding and Child Protection Policy



(To be read in conjunction with our policies on Anti-bullying, Health, safety & Welfare and Off-site Visits, Prevent Policy, Early Offer of Help, DfE keeping Children Safe in Education September 2022, Safer working practices 2019)

School Details:

Governor Lead:	Lesley Hendrie
Designated Safeguarding Lead:	Sara Bennion
Deputy Safeguarding Lead:	Dale Wootton/Daina Kelly
Prevent Single point of Contact	Sara Bennion
Named Children in Care Lead	Sara Bennion/Daina Kelly

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Introduction:

At Queen Margaret Primary School:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the best interests of the child.
- We take an 'it can happen here' approach where safeguarding is concerned.
- **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Queen Margaret Primary School is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm

All action taken by Queen Margaret Primary School will be in accordance with:

- **Current legislation** (these are summarised within Working Together to Safeguard Children: statutory framework)
- **Statutory, national, and local guidance / Legislation** – this includes:

Legislation

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

All staff are made aware of systems and policies which support safeguarding at Queen Margaret Primary School.

This policy is based on the Department for Education's statutory guidance; Keeping Children Safe in Education (2023) Working Together to Safeguard Children; Working Together to Safeguard Children (2018) What to do if you are Worried a Child is Being Abused Advice for Practitioners, and the Governance Handbook. Governance Handbook. We comply with this guidance and the procedures set out by our local safeguarding children board. School staff should be aware of and follow the procedures established by the Gloucestershire Safeguarding Children Partnership (GSCP) particularly the Gloucestershire Safeguarding Handbook <https://www.gloucestershire.gov.uk/gscp/>

Early Years Foundation Stage statutory framework (2021) is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.

The guidance reflects 'Keeping Children Safe in Education 2023'. Safeguarding and promoting the welfare of children is defined for the purpose of this document as:

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

Child protection is part of this definition (as per **Children Act 1989**) and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Children includes everyone under the age of 18.

Overall Aims

This policy will contribute to the safeguarding of children at Queen Margaret Primary by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, pupils and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that pupils are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have their voice and are listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, pupils, parents/caregivers) to recognise the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable pupils and provision of proportionate interventions to promote their well-being and safety.
- Working in partnership with pupils, parents, and other agencies in the Local Safeguarding Partnership

Role of all staff

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable
- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2023) and Annex B.
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct)
- Know who and how to contact the DSL and any deputies, the Chair of Governors and the Governor responsible for safeguarding.
- All staff will be able to identify vulnerable pupils and act to keep them safe. Information or concerns about pupils will be shared with the DSL where it includes those:
 - who may need a social worker and may be experiencing abuse or neglect;
 - requiring mental health support; - may benefit from early help;
 - where there is a radicalisation concern;
 - where a crime may have been committed.
- Be clear as to the setting's policy and procedures about child on child abuse, children absent from education and those requiring mental health support, and the impact of technology in relation to online safety.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable pupils and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- To be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

Role of the Designated Safeguarding Lead (DSL) and Deputies (DDSL)

Duties are further outlined in Keeping Children Safe in Education (2023, Annex C) Details of our DSL and Deputy DSL

are available in each classroom, on the safeguarding displays around the school, on our website and on the notice board in the main reception.

Designated Safeguarding Lead : Sara Bennion (Headteacher) 01684 292198

head@queenmargaret.gloucs.sch.uk

Deputy Designated Safeguarding leads : Dale Wootton (Deputy Head)

Daina Kelly (SENDCo)

The DSL and DDSL's:

- Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school.
- Supports early identification of vulnerability of pupils and their families from staff through cause for concerns on CPOMS. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manage referrals to local safeguarding partners where pupils with additional needs have been identified. These can include those –
 - who need a social worker and may be experiencing abuse or neglect
 - requiring mental health support
 - who may benefit from early help
 - where there is a radicalisation concern
 - where a crime may have been committed.
- Work with others – acting as a point of contact for outside agencies about safeguarding.
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
 - Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable pupils with relevant staff. This includes ensuring that staff: - know who these children are, - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Are supported to identify the challenges that children in this group might face.
- Provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential.

- Ensure the successful transfer of the Safeguarding/Child Protection File when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours /out of term activities managed by the school

Governors Responsibility (Safe School, Safe Staff)

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. The Governing Body has received training on 'Keeping Children Safe in Education 2022' and more detailed training at induction is in place.

Training should equip Governors with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding.

The Governor responsible for Safeguarding/Child protection is: Lesley Hendrie

The Governing Body takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

- The appointed Safeguarding Governor will liaise with the Head Teacher / DSL to produce monitoring reports for governors and complete the KCSIE Safeguarding declaration via GHLL
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay;
- Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of the school's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that pupils are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) and Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
- Ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (2022, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to pupils, this includes having a process to manage low level concerns.

- Ensure that systems are in place for pupils to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child on child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.

Ensure that the effectiveness of the schools' filter's and monitoring systems are reviewed. Governors should ensure that the leadership team are:

- ☑ Aware of and understand the systems in place
- ☑ Manage them effectively
- ☑ Know how to escalate concerns when identified

Safeguarding training for staff

All staff:

- Governing bodies will ensure that all staff members undergo safeguarding and child protection (including online safety) training at induction.
- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via inset / twilight training, formal training and staff meetings).
- All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

Designated Safeguarding Lead and Deputies:

- Will undergo formal training to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated every two years.
- All of the deputies will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the Local Safeguarding Partnership to ensure that their knowledge and skills are updated via DSL hubs, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

Other training considerations:

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.

- Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
 - Training around safeguarding topics in Annex B (including online safety) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling

Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Safeguarding in the curriculum

Queen Margaret Primary School is dedicated to ensuring that pupils are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all pupils, and a more

personalised or contextualised approach for more vulnerable pupils, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

- Working within statutory guidance in respect to Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk); and Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what pupils can be taught about online teaching and safeguarding.
- Ensuring that parents have been informed as to what filters and monitoring systems are in place/ what children are being asked to do online- including sites that are being used / who from school (if anyone) their child will be interacting with online
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers linked to key aspects of the curriculum

Safer Recruitment (to be read in conjunction with Safer Recruitment Policy)

We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' 2022

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.

- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list

checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity

Use of reasonable force (Team Teach training)

'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed.'

The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013; Reducing the need for restraint and restrictive intervention, 2019).

- There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family and recorded on CPOMs.

The process around how the setting manages concerns where a professional may pose a risk to pupils and our response to low level concerns can be accessed in section 2.8 Allegations of abuse made against professionals

Whistleblowing procedures (To be read in conjunction with the Whistleblowing policy)

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>.
- The NSPCC whistleblowing helpline is available here for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Alternative Provision

The school acknowledges that it is the responsibility of the school to continue safeguarding pupils who have been placed in alternative provision. The school should be satisfied that the provider meets the needs of the pupil and will obtain written confirmation from the alternative provider that the appropriate safeguarding checks have been carried out on the individuals working at the setting

Key Safeguarding Areas

These topics are themes that can impact on children and families. There are specific areas of safeguarding that the setting has statutory responsibilities to address which are hyperlinked: highlighted in blue:

- Children in the court system
- Children affected by parental offending/imprisonment.
- [Children missing from education](#) – including persistent absence.
- [Child Exploitation](#) (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- [Domestic Abuse](#)
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- [Online Safety](#)
- [Mental health](#)

- [Child on Child abuse:](#)

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

- [Preventing Radicalisation \(The Prevent Duty\)](#)

- [Serious Youth Violence](#)

- [Substance Misuse](#)

- [Private Fostering](#)

- [Young Carers](#)

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (2021; Annex B); the NSPCC website - Types of Abuse;

Procedures for Managing Concerns and Reporting

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Signs of abuse are at the appendix to this policy.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

Queen Margaret Primary School adheres to child protection procedures that have been agreed locally through the Gloucestershire Children’s Safeguarding Executive (GCSE).

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger.

Anyone can make a referral It is *not* the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy. They should not assume that someone else will take action and should share information that might safeguard a child.

Information Sharing

Queen Margaret Primary is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data Protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'. Staff at the setting are aware that:

Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data. Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2018.

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- by doing so will compromise a criminal investigation, - It cannot be reasonably expected that a practitioner gains consent,
- or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when Queen Margaret Primary will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk).

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Child Protection Process



Professional has concerns

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



Consultation with supervisor

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



Discussion with parents

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



Children and Families Helpdesk

Where there are urgent concerns, professional contacts the Children and Families Helpdesk on 01452 426565.



Seeking advice from Children's Social Care

Professional can contact their local R&A Team to discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns.



Making a Request for Service to Children's Social Care

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

Identifying and monitoring the needs of vulnerable pupils.

The DSL, and the Deputy DSL's will regularly review and monitor those pupils who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable pupils is shared with teachers and school leadership staff to promote educational outcomes.
- Pupils who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

Multi-agency working

Queen Margaret Primary will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This follows statutory guidance [Working Together to Safeguard Children 2018](#).

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Virtual School. Queen Margaret Primary will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Additional considerations:

- Where a learner and/or their family is subject to an Inter-agency Child Protection Plan or a Multiagency Risk Assessment Conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to a part time timetable, the school will consult with the Virtual School following local procedures.

- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NCPCC can be helpful or contact the local PCSO.
- In the rare event that a child death occurs, or a child is seriously harmed, Queen Margaret Primary will notify the relevant body - Gloucestershire eCDOP as soon as is reasonably possible.

The DSL/DDSL should be used as the point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the DDSL. In the absence of either, the matter should be brought to the attention of the most senior member of staff. If at any point there is a risk of immediate serious harm to a child, a referral should be made to Children's Services immediately. Anybody can make a referral.

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented using CPOMS.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately, at this point they should contact Children's Services directly with their concerns in order to escalate.

Key Contacts

Gloucestershire Family Information Service	• 0800 5420202/01452 427362 • familyinfo@gloucestershire.gov.uk
CYPS Practitioner Advice Line	• 01452 894272
Local Authority Designated Officer (LADO)	• 01452 426994
The MASH - Children's Practitioner Advice Line	• 01452 426565 (Option 3)
The MASH- Urgent Concerns	• 01452 426565
Emergency Duty Team (Out of Hours)	• 01452 614194
Community Social Workers and Early Help Coordinators	• Cheltenham - 01452 328160 • Cotswold - 01452 328101 • Forest of Dean - 01452 328048 • Gloucester - 01452 328076 • Stroud - 01452 328130 • Tewkesbury - 01452 328251

Supporting Children – offer of Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Please see Appendix 3 for detailed Offer

Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families

- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Responding to incidents of child on child harm.

All staff should recognise that children can abuse their peers (including online).

It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of pupils requires process and records to be kept on 'CPOMs'. Further examples of child on child harm can be found under section Key Safeguarding Areas. It is recognised that child on child abuse can happen inside and outside of school or online.

At Queen Margaret Primary:

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and act to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child on child harm is made by reviewing attendance, behaviour, attainment and safeguarding records, at least on a termly basis. There are clear systems in place (which are well promoted,

easily understood and easily accessible) for pupils to confidently report abuse knowing their concerns will be treated easily as reflected in section 'Reporting a concern' of this policy. Queen Margaret Primary will handle initial reports of harm by:

- Securing the immediate safety of pupils involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
 - Ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
 - Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
 - Not promising confidentiality as it is highly likely that information will need to be shared with others.

Contextual safeguarding approach to child on child harm:

Queen Margaret Primary will minimise the risk of child on child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood. Following any incidents of child on child harm, the DSL/DDSL will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

Actions to take in relation to sexual violence and sexual harassment

Reference to Keeping Children Safe in Education (2022 Part 5) and guidance Sexual violence and sexual harassment between children in schools and colleges 2022 should be made in relation to taking protective action. Queen Margaret Primary will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL / DDSL who will undertake further assessment of what action should be taken, proportionate to the factors that have been identified. This may include seeking specialist advice and guidance.
- DSLs will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section 'MultiAgency Working section'
 - When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to the Police regardless of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. A concurrent referral to social care must also be made. A strategy Meeting can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.
 - When the children involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken.

- Where the report includes an online element, the setting will follow Searching, screening and confiscation at school - GOV.UK (www.gov.uk) and Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk).
- The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

Allegations against staff/professionals

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Immediate action must be taken:

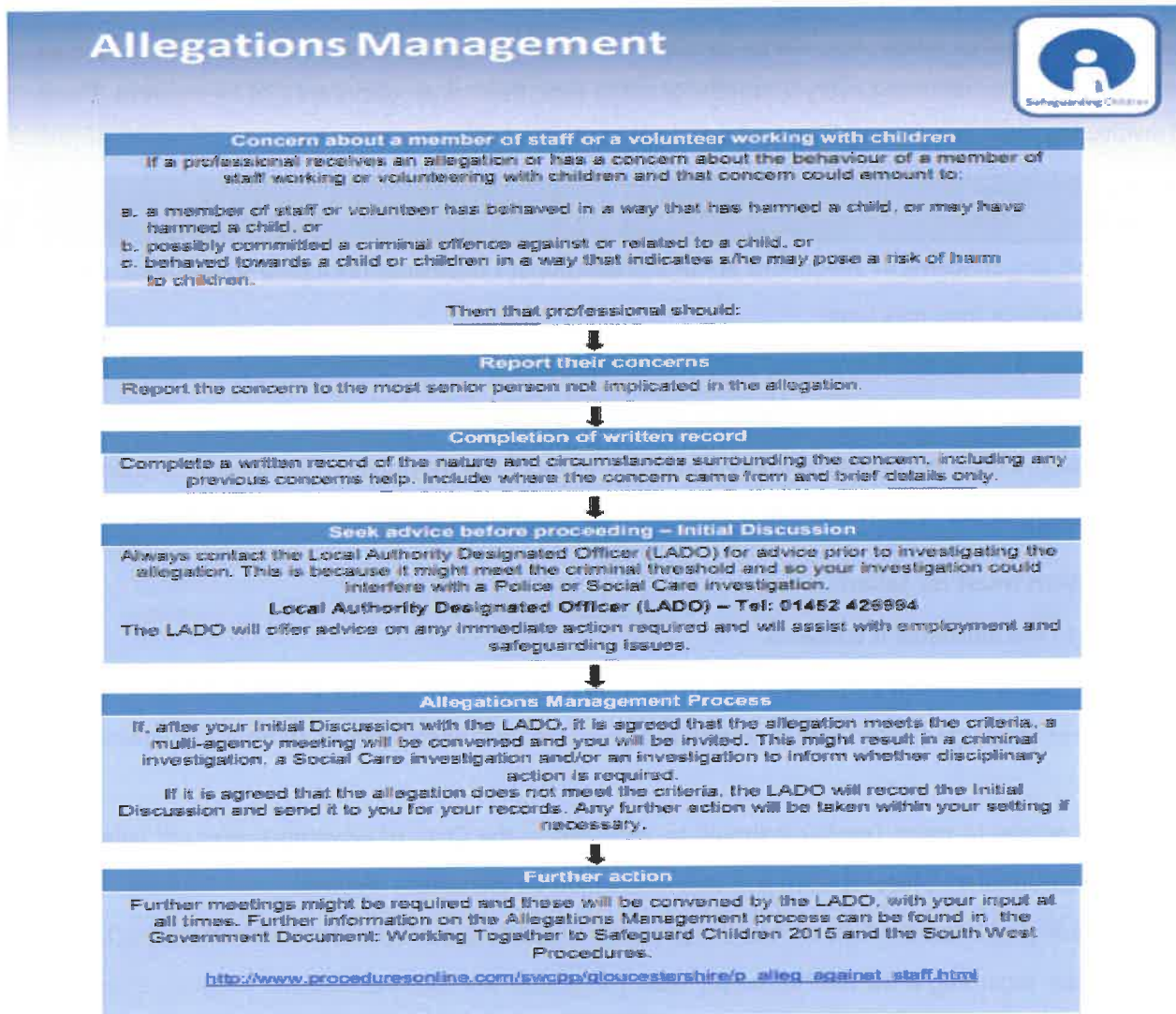
- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher who will follow guidance in Keeping Children Safe in Education (2022, Part four: Allegations of abuse made against teachers and other staff).
- If the concern relates to Head Teacher it should be reported to the Chair of Governors, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

Low level concerns

This should be read in conjunction with the staff code of conduct and Keeping Children Safe in Education (2022, Part 4). A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

- Reports should be made to the DSL/DDSL (or the Chair of Governors if it is regarding Head Teacher). Queen Margaret Primary creates an environment where staff are encouraged and feel confident to self-refer, where they have found themselves in a situation.

- The DSL/Head Teacher will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Review and correct any deficits in the setting's safeguarding system.



Schools have an important role to play in supporting the mental health and wellbeing of their pupils. 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, and may require early help support through Young Minds Matter / Trailblazers.

Queen Margaret Primary will commit to undertake the following.

- The appointment of a Senior Mental Health Lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of pupils. This colleague will have sufficient training in mental health and safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that pupils can report and share concerns in line with section 'Reporting a concern of this policy'.
- Staff will follow a safeguarding process in terms of reporting concerns so the DSL/DDSL (FSW/SENDCo) can assess whether there are any other vulnerabilities that can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a pupil who is displaying acute mental health distress. This may require support from emergency services via 999 if the pupil is at risk of immediate harm.
- DSL/DDSL will consider whether a case can be managed internally, through early help, or should involve other external agencies as required in line with section 'Multi-Agency Working.'
- The setting will communicate and work with the pupil and parents/carers to ensure that interventions are in the best interests of the child.
- DSL/DDSL will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSL and the Senior Leadership team should be able to access specialist advice.

Contextual safeguarding approach to Mental Health

Queen Margaret Primary will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for pupils to identify when they may need help, and to develop resilience. The setting will take a 'whole school approach' to:

- deliver high quality teaching around mental health and wellbeing on the curriculum.
- having a culture that promotes mental health and wellbeing;
- having an environment that promotes mental health and wellbeing;
- making sure pupils and staff are aware of and able to access a range of mental health services through Young Minds Matter / Trailblazers
- supporting staff wellbeing
- being committed to pupil and parent participation

Additional needs

Learning disability of parent or carer

If a parent or carer has a learning disability, it is important not to make assumptions or generalise. Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input in to assessments relating to any child. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop the understanding, resources, skills and experience to meet the needs of their children. Also, there is recognition of an increased risk of sexual abuse by men who target mothers with learning disabilities.

Harassment and Discrimination – Bullying and Racist Incidents

Our school has an inclusive ethos where harassment and discrimination are not tolerated and are dealt with swiftly and firmly in line with policy.

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, peer on peer, homophobic, and gender related bullying. We keep a record of bullying incidents which are recorded on CPOMS. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

Our school acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Hate crime

A hate incident is defined as: "Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice." (College of Policing 2014). If a criminal offence has been committed the Incident becomes a Hate Crime.

Protected characteristics under current (2019) hate crime legislation are named: disability; race; religion or belief; sexual orientation; and transgender identity. Gloucestershire also includes: age; gender (sex); and alternative subcultures, e.g. homeless.

It is recognised that Hate Incidents/Crimes can be more impactful on the victim than standard bullying because they have been attacked on account of 'who they are', an element of their core identity. There is also wider invisible impact on those that share that identity who may not themselves have been targeted. For example: If a young person with a disability witnesses disablist bullying towards a peer, he/she may become fearful and anxious about also being at risk, despite never having been directly targeted themselves.

We have clear guidelines and procedures for recording and reporting of hate incidents/crimes. Hate Crimes are reported to Gloucestershire Police via the most appropriate method:

- Contact School Beat Officer
- Submit report online at www.gloucestershire.police.uk (follow link on webpage) if it is not an emergency or phone 101.
- Send an email to hatecrime@gloucestershire.police.uk (if not an emergency)
- Phone 999 if it is an emergency.

We keep a record of all Hate Crimes including the date and time, persons involved, details of the Hate Crime and any witnesses.

We have a commitment to: Name it!

Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with pupils and their families (0808 281 0112 www.victimsupport.org.uk).

Our school may deem it appropriate to take a restorative approach when dealing with Hate Crime incidents to modify behaviours and support both the victims and perpetrators. Restorative Gloucestershire can provide support with embedding restorative practice into schools, to tackle harmful bullying behaviours, reduce exclusion levels and/or prevent unnecessary criminalisation (01452 754 542 www.restorativegloucestershire.co.uk)

Upskirting

The criminal offence of 'upskirting' was created under the Voyeurism Act when it received Royal Assent in February 2019. Police and prosecutors have now updated their guidance to ensure the law is properly enforced – with offenders facing up to 2 years in jail and being placed on the sex offenders register

Upskirting is a form of sexual harassment that normally 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. 'Upskirting' is a criminal offence. Staff are familiar with the term and are aware of the implications of the practice with the whole school community.

Online safety

Online Safety (To be read in conjunction with the Acceptable users / E-Safety policy) Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the Computing Leader.

Queen Margaret Primary is committed to addressing online safety issues around the 4 main areas:

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

This includes:

- Ensuring that online safety is referenced in relevant policies.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for pupils.
- Acknowledging that peer on peer abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section 'Responding to incidents' of child on child harm
- Provision of education via remote learning will comply with governmental advice Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk)
- The effectiveness of the setting's ability to safeguard pupils in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.

Children in Care (CIC) /Looked after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed designated teachers, Sara Bennion and Daina Kelly who are responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Queen Margaret Primary School has high aspirations for all Children in Care and takes its role as corporate parent very seriously by providing high quality and integrated support for each child.

The school ensures that it is well informed by high-quality information and data about the child which is shared with members of staff working with the child. We track the progress and achievements of CIC children very closely to ensure they are making good progress.

Private Fostering

A private fostering arrangement is essentially:

- one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled);
- by someone other than a parent or close relative;
- With the intention that it should last for 28 days or more.

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

Reasons for private fostering can include:

- Asylum seeking and refugee children
- Trafficked children
- Local children living apart from their families, perhaps because the family has broken down.
- Adolescents estranged from their parents
- Back door adoptions

Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. The key is knowing the arrangements exist and ensuring that an assessment of the private fostering arrangements which include safeguarding checks has been undertaken by Social Care. If you think a child in the educational setting is being privately fostered, the Designated person should make a referral to the Children and Families Helpdesk – 01452 426565.

Intimate Care

Queen Margaret Primary School has an Intimate Care policy and procedures for staff to follow which is set out in a separate document. Intimate care plans are completed for all school aged children requiring care; these are shared with parents and carers and adapted as circumstances change. EYFS staff work with parents and carers towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. Intimate care procedures are only carried out by staff with an up-to-date DBS.

Suspensions, permanent exclusions, and commissioning of Alternative Provisions - (To be read in conjunction with the Exclusion policy)

When the setting is considering suspending or permanently excluding a pupil where additional vulnerability is identified it is important that the learner's welfare is a paramount consideration. The head teacher will consider their legal duty of care when sending a pupil home.

Queen Margaret Primary will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of Children Act 1989,
- That decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice) and takes into consideration the learner's rights under the Human Rights Act 1998.
- Interventions will be consistent with statutory guidance School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Prevention and Supervision

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- ensure that supervision provides opportunities for staff to:
- discuss any issues, particularly concerning children's development or well-being,
- identify solutions to address issues as they arise; and

receive coaching to improve their personal effectiveness.

Write, publish and maintain a statement of an offer of early help, in order to provide early intervention should a matter of safeguarding or child protection be raised by a member of the school or wider school community

Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, participation in the online pupil survey, asking children to report whether they have had happy/sad lunchtimes/playtimes

Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Ensure staff have regular opportunities to disclose if there are any reasons their DBS should be resubmitted.

Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body/ Specific Safeguarding Governor visits to the school
- Head Teacher 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for Head Teacher and GB to monitor
- Review of parental concerns and parent questionnaires
- Completing on the Annual Section 175 Safeguarding Audit

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies are also included under our safeguarding umbrella:

Behaviour

Staff Code of Conduct

Whistle-blowing

Anti-bullying

Health & Safety including site security

Attendance

Teaching and Learning
PSHE
Sex and Relationships Education
SEND
E-Safety, including staff use of mobile phones
Intimate Care
First Aid
Meeting the needs of pupils with medical conditions
Uncollected child
Missing Child
Children missing in education
Equal Opportunities/Valuing diversity and promoting equality

Safeguarding Children

The school's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the Safeguarding Policy.

Prepared by: Sara Bennion Headteacher



Approved by: FGB 21st September 2023

Co-Chairs – Joy Pegg / Emily Bytheway



Date: September 2023

Review due: September 2024

Appendices:

1. Recognising signs of abuse
2. Children missing in Education
3. Supporting children – Offer of early help
4. Prevent Duty policy
5. Uncollected child Policy
6. Missing Child Policy
7. Mobile Phones and electronic photos
8. Gloucestershire Encompass School pathway

Appendix 1 Types of abuse and neglect and what to remember

The Department for Education's Tackle Child Abuse campaign has accessible videos to watch <https://tacklechildabuse.campaign.gov.uk>

Abuse and neglect are defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

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

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE, 2022). The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

Types of Abuse and recognising signs

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-

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

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

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

When a child tells me about abuse they have suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information. Use 'Tell Me, explain to me, Describe to me' (TED) questioning.
- Listen and remember.
 - Check that you have understood correctly what the child is trying to tell you.
 - Praise the child for telling you. Communicate that they have a right to be safe and protected.
 - It is inappropriate to make any comments about the alleged offender.
 - Be aware that the child may retract what they have told you. It is essential to record all you have heard.
 - At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

- The 5 'R's are helpful in understanding what professional's duties are in relation to responding to an incident. **Recognise – Respond – Reassure – Refer - Record**

SPECIFIC SAFEGUARDING ISSUES

This section is mostly based on the advice in Keeping Children Safe in Education, in particular annex B

Child Sexual Exploitation

Child Exploitation – both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Queen Margaret Primary School will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The pupil and their families will be part of any planning and interventions.

This is the government definition of CSE (February 2017)

'CSE is a form of sexual child 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 exploitation does not always involve physical contact; it can occur through the use of technology.'

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL

Sexting:

Sexing refers to consensual or non – consensual sharing of nude or semi-nude images and /or videos of themselves or others, or sending sexually explicit messages. Sexting can happen on any electronic device that allows sharing of media and messages including smartphones, tablets, laptops or mobiles. Creating or sharing explicit images of a child is illegal, even if the person doing it is a child.

The school ensures that procedures from the Behaviour and/or Child Protection and Safeguarding policies are followed as appropriate.

The Department for Education has provided further guidance regarding searching, screening and confiscation at www.gov.uk

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

Female Genital Mutilation Mandatory reporting duty: Click here for government guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

1. are informed by a girl under 18 that an act of FGM has been carried out on her; or 30
2. observe physical signs which appear to show that an act of FGM has been carried out on When you call 101, the system will determine your location and connect you to the police force covering that area. You will hear a recorded message announcing the police force you are being connected to. You will then be given a choice of which force to be connected to – if you are calling with a report relating to an area outside the force area which you are calling from, you can ask to be directed to that force.

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.

Travel: National guidance has highlighted going on holiday to a risk affected country is cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities.

- Families are encouraged to notify the education setting when they are looking to travel during term time dates.
- This will prompt a conversation with the DSL/ specialist trained member of staff to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this.

Staff receive training through the Home Office program in order to know how to respond appropriately to suspicions of FGM and how to act upon them.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges act without delay.

Procedure where Honour Based Violence, Forced Marriage, Female Genital Mutilation is suspected/alleged.

Honour based Violence is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, 18 South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A **forced marriage** is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

For more information see;

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-gowrong/forced-marriage/>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/casestudies/safer-schools-partnership>

<http://www.karmanirvana.org.uk/>

Child Criminal Exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late

➤ Regularly missing school or education

➤ Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child abduction and community safety incidents:

- Child abduction is when children are taken from their parents or carers without permission. It can be committed by parents or other family members, by people known but not related to the child (like neighbours, friends and acquaintances), and by strangers
- Community safety incidents are things like unknown adults loitering near school or trying to talk to children
- Always follow our pick-up procedures to make sure children only go home with their designated adult(s)
- If you see anything suspicious or that doesn't feel right, report it immediately

Modern slavery:

- This includes human trafficking and slavery, servitude and forced or compulsory labour
- The exploitation can take many forms, for example sexual exploitation, forced labour, forced criminality and the removal of organs
- There's a national referral mechanism for modern slavery – speak to your DSL if you need to know more about this

Cybercrime:

- This is defined as criminal activity committed using computers and/or the internet
- This includes activities such as hacking, 'denial of service' attacks (where a website is made unavailable), and creating and using malware such as viruses
- Children who are particularly skilled in computing and technology may be drawn into cybercrime – either deliberately or inadvertently

Domestic Violence

Domestic Abuse is something that all staff should be aware of. The 2022 updated guidance makes it clear that domestic abuse:

Can be psychological, sexual, financial or emotional

Domestic abuse can impact on children through seeing, hearing or experiences the effects of Domestic abuse and /or experiencing it through their own intimate relationships (teenage relationship abuse)

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents

Domestic abuse can have a long term detrimental and long-term impact on children's health, wellbeing, development and ability to learn.

It is also important to note that children may not feel ready or know how to tell someone that they are being abused.

Operation Encompass is a national operation where local police forces notify when the police are called to an incident to domestic abuse. Gloucestershire have their own version of this and will notify education settings whenever they have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. Under the current information sharing protocol, the education setting is not permitted in sharing this information without seeking consent from Gloucestershire police in case this can put a victim and pupils at further risk of harm. The only exception to this when information is shared with new education setting (part of statutory duties in relation to transfer of the Safeguarding/ Child Protection file, Keeping Children Safe in Education). Additional instructions around this are sent out with every single notification.

Education settings must have signed up to a Police Safeguarding Notification Briefing to receive these.

Each setting should have at least 2 members of trained staff able to receive and act upon these notifications.

Each setting should promote an open culture of safeguarding to enable pupils and families to disclose and feel safe to talk about their experiences and what support may be required.

Domestic Violence Disclosure Scheme – Clare’s Law

This scheme will enable members of the public to have ‘Right to ask’ police if their current partner poses a risk to them in terms of their history of domestic abuse. It also enables professionals to raise a ‘Right to know’ request through the police where we feel a person may be at risk of domestic abuse by an individual whose criminal history is unknown to the partner, but where we have some reasonable concern / knowledge about the individuals past. A right to ask can also be made by a third person-e.g., a parent/relative/friend who is concerned? In these cases, if a disclosure is to be made, it will only be made to the person who needs to know i.e., the victim. Queen Margaret Primary School is made aware of any MARAC’s (Multi-Agency Risk Assessment Conference) through Health.

Appendix 2 Gloucestershire Guidance: Child exploitation and those Missing from education

The DfE have published new guidance on improving school attendance September 2022

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Anyone concerned that a child is missing education (CME) can make a referral to the Access to Education Team at Gloucestershire County Council

Children absent from education refers to 'any child of compulsory school age who is **not** registered at any formally approved education activity e.g. school, alternative provision, elective home education, **and** has been out of education provision for at least 4 weeks'.

CME also includes those children who are **missing** (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address **and either**

- has not taken up an allocated school place as expected, or
- has 10 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown

It is the responsibility of the Access to Education Team, on behalf of the Local Authority (LA), to: -

- Collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS).
- Liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education.
- Ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed.

Alerting the Local Authority that a child may be missing education

Any professional should alert the LA when they suspect that a child might be missing from education. To make this process as easy as possible, a referral should be sent to:

Access to Education Team

Shire Hall

Westgate Street

Gloucester GL1 2TP

Tel 01452 328774 / 426015

missingpupils@gloucestershire.gov.uk

Appendix 3 School's Co-ordinated Offer of Early Help

We do our utmost to ensure that children at risk are identified at the earliest possible stage and that we work with them, their families and outside agencies in a coordinated manner, to try to prevent the risk reaching a crisis point. Staff will listen to children and take account of what they say, their views and needs. They will ensure that they understand that they have the right to be heard and their views taken seriously.

Children have different levels of need at different times across a range of situations and it is important to take all needs into consideration when determining support required and professionals to be involved. The aim of Early help is to clearly identify when and how children can be supported and safeguarded to ensure their needs are met whatever the level of need.

We recognise that a child who is abused or witness's violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

The information below outlines how our school provides a service or works with other services and what community provision is available to ensure there is a coordinated, early and effective response.

This is our coordinated offer of early help:

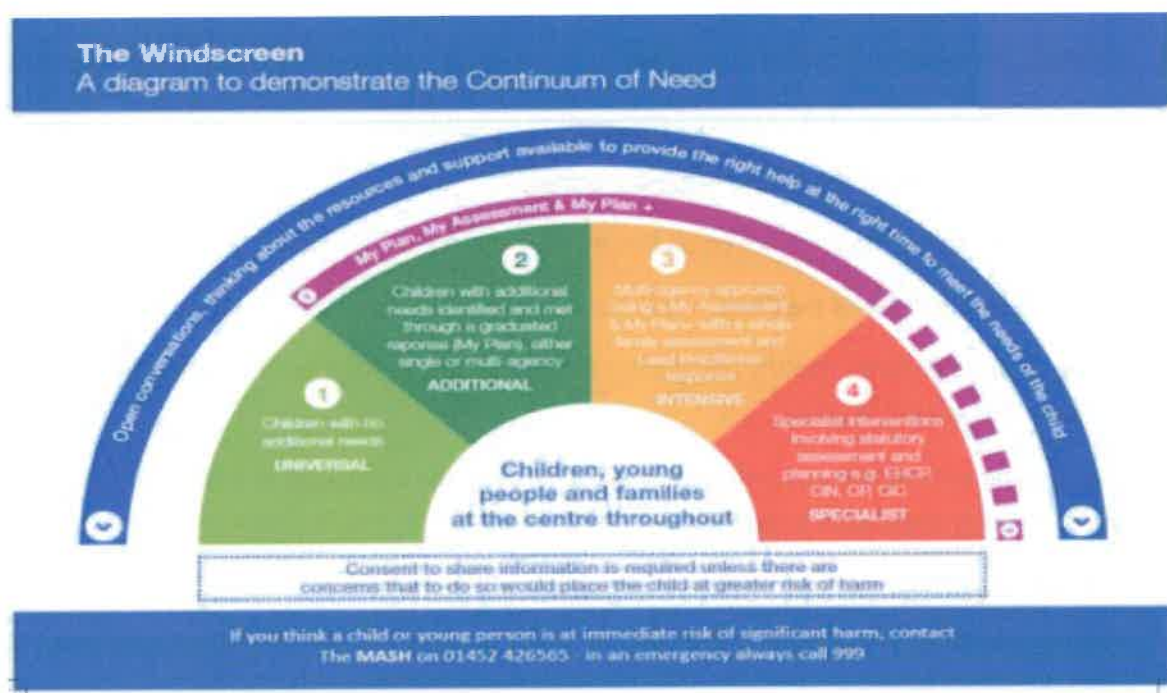
Our school will support all children by:

- Providing Safeguarding training at all levels.
- Offering preventative signposting, support with meetings and access to a community social worker.
- Working with the local Multi-Agency Safeguarding Hub (MASH).
- Holding Team around the Child / Family Meetings.
- Leading and supporting families on an EHCP
- Listening to the Voice of the Child.
- Using Gloucestershire's Healthy Living and Learning on-line survey. Results are monitored and interventions are put in place.
- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.

- Providing continued support to a child who leaves school about whom there have been concerns. Ensuring that appropriate information is copied under confidential cover to the child's new setting and also that the school medical records are forwarded as a matter of priority.
- Understanding the impact of ACE's (Adverse Childhood Experiences)
- We have a Family Support Worker who works closely with families and children. We use www.glosfamilies.org.uk to access services available for our families without a referral or assessment.
- The School Business Manager monitors attendance/punctuality and refers poor/late attenders to the Head Teacher – this is followed up with discussions with families to establish the reasons and to engage with the family to establish a parental support network to address these needs
- Any queries or questions in relation to Female Genital Mutilation (FGM) we would contact Faye Kamara, Strategic County Domestic Abuse and Sexual Violence Co-Ordinator, faye.kamara@gloucestershire.pnn.police.uk or 01242 247933.
- Staff understand the correlation between Domestic Abuse and Child protection – staff are vigilant listening to the child and making referrals as required. Support for victims can be sought from GDASS <http://www.gdass.org.uk/index.html> and the DSL assists parents with this.
- Where there are any concerns about gangs and youth violence we liaise closely with the Avenger Task Force part of Gloucestershire Police's offer of early help, and Kym Harrison – Tewkesbury Borough Council's Anti-Social Behaviour Youth Diversion Worker, Tewkesbury Borough Council (01684 272273).

All staff must be aware of the offer of early help. At all times all staff should consider if there is any offer of early help that we can make in order to help a child thrive.

The safeguarding 'Continuum of Need' – The Windscreen is an important diagram to keep in mind for all children.



All services and interventions seek to work openly with the family (or young person if age appropriate) in order to support them, address their needs at the lowest possible level and prevent them from escalating. We will only request services at a higher level after we have done everything possible to meet needs at the current level.

Appendix 4 Prevent and Protecting Pupils from Violent Extremism 2020

Named member of staff: Sara Bennion

Policy statement

Our school recognises that it has a duty of care towards its pupils and that safeguarding against extreme radicalisation that may leave them vulnerable to violent extremism is one of those duties.

This policy aims to:

Make it clear that:

- There is no place for extremists in our school including expression of extremist views, vocal or active, which are opposed to fundamental British values.
- Protect all pupils from harm and to ensure that they are taught in a way that is consistent with the law and the British values of tolerance, democracy and liberty.
- Address both Awareness of *Prevent* and the risks it is intended to.

What is prevent?

The Government's National Prevent strategy aim is to *stop people from becoming terrorists or supporting terrorism.*

This is supported by three specific objectives:

- *Respond to the ideological challenge of terrorism and the threat we face from those who promote it.*
- *Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support (individuals).*
- *Work with a wide range of sectors and institutions (including education, faith, health and criminal) where there are risks of radicalisation.*

Procedures

Our school will:

- Apply its safer recruitment procedures outlined in our safeguarding policy.
- Ensure that staff do not use teaching materials which may encourage intolerance.
- Ensure children are not actively encouraged by teachers or visitors to the school to support extremist views of any form.
- Provide staff training, including newly appointed staff when undergoing induction on the practice of this policy within our school.

- Regularly monitor staff conduct and where necessary, i.e. in extreme cases where it is felt that the staff is a cause for concern, the school will contact the relevant authorities (central Prevent Team, local Police enforcement).

The school community will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know where there is an adult in the school whom they can approach if they are worried or in difficult.

What to do if you have a concern

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- As explained above, if a member of staff has a concern about a particular pupil they should follow the school's safeguarding procedures, including discussing with the Designated Safeguarding Lead, and where deemed necessary, with Children's Social Care. In Prevent priority areas, the Local Authority will have a Prevent lead who can also provide support.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has a dedicated telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which the normal emergency procedures should be followed.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger

➤ Think someone may be planning to travel to join an extremist group

➤ See or hear something that may be terrorist-related

Appendix 5 Uncollected Child Procedure

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced staff member who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

Procedure

The school ensures that before a child starts school details of the child i.e. date of birth, address, address of both parents, and their contact details, who has parental responsibility for the child etc. are obtained. It is also important that details of at least two emergency contacts are sought. Parents are reminded, on a regular basis, to inform the school of changes to any of these details.

If a child has not been collected, the school should make every possible attempt to contact the parent(s)/carer(s). The child may well be able to indicate if something out of the ordinary has happened at home (e.g. parental illness or absence). On some occasions another parent may offer to take a child home with them. Schools should never release a child into the care of another adult without the consent of the parent(s)/ carer(s). Neither should members of staff take, or drive, children to their home or to the home of the child(ren), unless agreed with the Headteacher. Two members of staff should remain on-site with the uncollected child.

Initial attempt to contact parents/carers should be made when **15 minutes** have elapsed after school closing time. After **30 minutes** have elapsed contact with all emergency numbers supplied by the family should be attempted.

If no contact has been made and no one has arrived to collect the child when **one hour** after school closing time has elapsed, then the school should contact the Children's helpdesk 01452 426565 and provide name, date of birth and address of the child; the names of the parents/carers and their contact numbers plus any other relevant information regarding the child and their family.

The Duty Social Worker will make arrangements for the child until the parent(s)/carer(s) can be traced. Please wait with the child in school until the social worker arrives, or, in exceptional circumstances, it is agreed that the school will bring the child to the Social Care Office.

A written report of the incident is recorded in the child's file.

These arrangements can also be implemented in the following circumstances:

- Where a parent does not arrive to collect the child and no contact can be made because the telephone numbers (including any emergency numbers) provided by the parent/carer have been cut off or are unobtainable.
- Where the person calling to collect the child is not considered an appropriate adult, e.g. is under age, appears intoxicated, and it has not been possible to contact the parent/carer or the emergency contact.

Once the child is in the care of Social Care, they will take the responsibility for tracing the parent(s)/carer(s).

Policy statement

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made to ensure that the security of children is maintained at all times by either carrying out the outing's procedure or the exit/entrance procedures on-site. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the staff member alerts the Headteacher or senior leader.
- The Headteacher or senior leader will carry out a thorough search of the building and grounds.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The senior leader contacts the Headteacher to report the incident if not already notified. The senior leader/Headteacher talks to the staff to find out when and where the child was last seen and records this.

Child going missing on an outing

What to do when a child goes missing from a whole school and outing may be a little different if parents attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The Headteacher (if not present on the outing) is contacted immediately and the incident is reported.
- The Headteacher/senior leader contacts the police and reports the child as missing.

- The Headteacher/senior leader contacts the parent, who either makes their way to the school or outing venue as agreed. The school is advised as the best place, as by the time the parent arrives, the child may have been returned to the school.
- Staff take the remaining children back to the school.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The Headteacher or a designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Headteacher/senior leader speaks with the parent(s).
- The Headteacher carries out a full investigation, for example, taking written statements from all the staff in the room or who were on the outing.
- The staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- The Chair of Governors is informed.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.

- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the designated adult responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. The Headteacher needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the senior leader/Headteacher. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the Headteacher. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The Headteacher will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

Appendix 7 Use of mobile phones and cameras including use of electronic photos and videos

Policy statement

Queen Margaret Primary School embraces new technology but has a mobile phone and camera policy on personal phone and camera use. This is to protect children in the school from abuse and misuse of their images.

Procedures

Personal mobile phones

- Queen Margaret Primary School respects that members of staff may bring their phones to work, for use in receiving emergency phone calls. **All phones** must be stored away from children and not used in front of children at any time.
- In the event of an emergency, personal mobile phones may be used in a quiet space with no children present e.g. staff room/office.
- The landline phone may be used by staff.
- Mobile Phones may be checked at break times and lunchtimes as long as this away from children
- Members of staff ensure that the telephone number of the school is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls.
- Parents and visitors are requested not to use their mobile phones whilst on the premises and will be challenged by staff if necessary. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.
- Photos can only be taken on staff mobiles with prior approval from Head teacher for exceptional circumstances e.g. residential trips. Photos taken of children on mobile phones should be deleted ASAP. Good practice would be to use a school camera instead.

Cameras and videos/iPad

- Members of staff must not bring their own cameras or video recorders/iPADS into the school for personal use.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development or for displays within the setting or for website and promotional material which parents have signed for.

- Staff must only use approved cameras/iPADS to take photos and these must only be downloaded onto a Headteacher approved laptop which is password protected and covered by data protection. Memory sticks need to be encrypted if used.
- No electronic copies of photos must be passed to outside agencies unless educational use has been signed for.
- Camera and video use are monitored by the Headteacher.
- Where a child is not allowed to be included in photos, other parents will be informed no visual recording is allowed.
- Parents are reminded in special events to not put photos on the internet.
- Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's Registration Form).

Use of Electronic Photos, Film Clips and Website

Policy statement

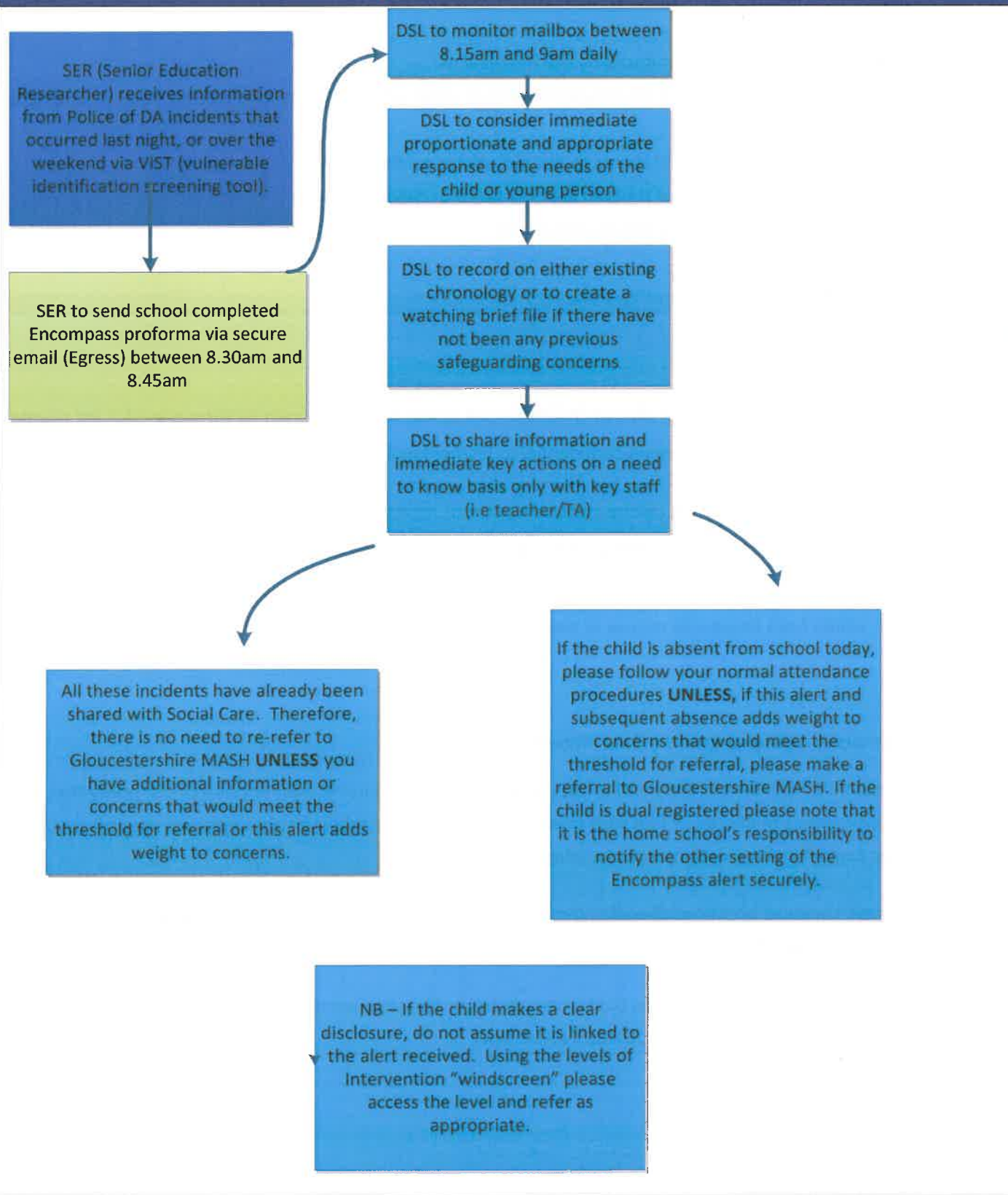
All electronic copies of photos and film clips of children in the school which are given to parents are for the private use of the child's family and should remain confidential to his/her family.

To ensure the safety and privacy of **all** children attending school, no electronic copies of photos or film clips taken during sessions except for the purposes of the school and nursery website (permission given by parents), should be posted on the internet and in particular on any social networking website such as Facebook. This is to protect children in the school from abuse and misuse of their images.

Procedures

- The school is registered with the Data Protection agency.
- To ensure the well-being, safety and privacy of **all** the children, parents are informed of our policy that any electronic copies of photos or film clips given to them are only for their family's personal use and should not be copied or downloaded onto the internet.
- Electronic copies of photos or film clips can only be passed to outside agencies for educational purposes if parents have signed to this end.
- All copies of CDs or memory sticks containing photos or film clips are to be clearly labelled:
 - DO NOT COPY OR REPRODUCE IN ANY WAY

Appendix 8 Gloucestershire Encompass School Pathway





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.

NB : It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads (DSLs). 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 or college hours) for staff in the school or college 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 and colleges, 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.

