



# CHILD PROTECTION POLICY

Approved by:

Full Governing Body

Date: September 2020

Last reviewed on:

Next review due by:

September 2021

<b>Designated Safeguarding Lead: Megan Davies 07970581046</b>
<b>Deputy DSL: Julia McLellan</b>
<b>Child Protection Governor: Jean Holder 01367 253124</b>

## **1.0 Introduction**

1.1 Southrop C of E Primary School fully recognises its responsibilities for safeguarding children (child protection).

1.2 Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practise safe recruitment in line with Government guidance by using at least one NCSL accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.
- All members of staff and Governors aware of their duties as set out in "Keeping Children Safe in Education." Including declaring that they have read and understood Part 1 of that document.

1.3 All children deserve the opportunity to achieve their full potential. They should be enabled to:

- Be as physically and mentally healthy as possible
- Gain the maximum benefit possible from good quality educational opportunities
- Live in a safe environment and be protected from harm; experience emotional well-being
- Feel loved and valued, and be supported by a network of reliable and affectionate relationships.
- Become competent in looking after themselves, and develop a secure sense of identity including cultural and racial identity
- Develop good inter-personal skills and confidence in social situations

1.4 If they are denied the opportunity to achieve their potential in this way, children are at risk not only of an impoverished childhood, but they are also more likely to experience disadvantage and social exclusion in adulthood.'

*(From Working Together to Safeguard Children, published by the Department of Health, the Home Office and the Department of Education and Employment. 1999, p1)*

- 1.5 This policy will give guidance to teachers and other professionals when they find children in their classes whose progress and development suddenly changes, or whose behaviour becomes disturbed or uncharacteristic and who may, therefore, possibly be suffering abuse.
- 1.6 This policy is used in conjunction with the Gloucestershire Safeguarding Children Board Safeguarding Children Handbook.
- 1.7 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:
  - Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
  - Ensure children know that there are adults in the school whom they can approach if they are worried.
  - Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- 1.8 We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families to:
  - Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role.
  - Ensure we have a nominated governor responsible for child protection who has received appropriate training.
  - Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
  - Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
  - Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
  - Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register.)
  - Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
  - Keep written records of concerns about children, even where there is no need to refer the matter immediately.
  - Ensure all records are kept securely, separate from the main pupil file, and in locked locations.

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.

## 2.0 Why Child Protection?

- 2.1 Children in any home environment may be vulnerable to abuse. From this they can be protected if they can learn which other significant adults in their lives, be they friends, relatives or teachers, they can trust. Creating an atmosphere of trust in a classroom is essential for the well being of all the children in the class, but it is particularly important for those children for whom school is an emotional anchor. Part of protecting children is providing them with a safe and trusting environment and adults who are prepared to listen to what they may have to say.
- 2.2 Recent research has revealed that children from over-critical homes where there is no warmth and no self-esteem building can become depressed, exhibit behaviour problems, under-achieve in their work, have difficulty in making and keeping friends. A happy and caring school environment is, therefore, essential to attempt to redress this imbalance and to provide a situation where warmth and encouragement can foster cognitive and emotional growth, a place where achievement is recognised and rewarded and self-esteem can flourish.
- 2.3 For the vast majority of children difficulties at home, which become evident in school are usually relatively short term and, provided the school is informed, teachers are easily able to show understanding and give encouragement and support. For example, in the case of the death of a much-loved pet or a distant relative, this kind of support teachers give willingly and confidentially. It is the more long term and highly significant events in a child's life, which some teachers may find hard to address with the same confidence, and this policy sets out to provide some guidelines for this situation.
- 2.4 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:
- The content of the curriculum.
  - The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
  - The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
  - Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
  - Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## 3.0 THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

### 3.1 INFORMATION

- To ensure that all staff (including teaching and non-teaching members, caretakers and lunchtime supervisors) know who you are and what your role is.
- To ensure staff are aware of the Gloucestershire Safeguarding Children Board Safeguarding procedures.
- To ensure all staff know how to record logs on My Concern.
- To co-ordinate action where child abuse is suspected. Some contingency plans should be drawn up in the event of the Designated Senior Person is away from the school.
- To facilitate and support the development and annual revision of a Whole School Policy on Child Protection involving all staff.
- To maintain records of case conferences and other sensitive information in a secure and confidential file by using My Concern.
- To pass on records when a child who is on the Child Protection Register leaves school.
- To raise staff awareness and confidence on child protection procedures.
- To brief fully members of staff attending a case conference about the procedures.
- To participate in training opportunities wherever possible in order to develop skills and expertise in the sensitive area.
- To keep appropriate school staff informed of case developments.

### 3.2 LIAISON

- To liaise with other agencies, especially Social Services and the Police.
- To involve other agencies whenever appropriate in joint training and support.
- To offer support to staff who have suspicions about a child, have handled a disclosure, attended a case conference or given evidence in court.
- To co-ordinate the support within the school for the child **during** and **after** a referral has been made to Social Services.
- To consider joining a multi-disciplinary support group in the area of the school.

### 3.3 TRANSFER OF RECORDS

- 3.3.1 When a child transfers from one school to another within the county whilst that child's name is on the child protection register the records should be transferred and direct liaison should take place between the Child Protection Co-ordinators involved.

- 3.3.2 If the child is transferred to a school out of the county, all records should be passed to the County Child Protection Co-ordinator for forward transmission to the receiving authority.
- 3.3.3 When a child transfers to our school the DSL will contact their previous school to collect any child protection and safeguarding records. They will also record if there were no concerns.

## **4.0 Skills Professionals in School have.**

- 4.1 Teachers and other professionals in school usually understand children well. They are constantly observing them as they assess their learning and provide the next experience for progress to take place. As they do this a relationship with each child builds up which is based on trust and allows the child's personality to be expressed and to develop. Teachers and other professionals can often tell when something is wrong, and if the relationship is a good one, the child will want to tell teacher about it. This is wholesome and natural. When a teacher recognises something is wrong and a normally sociable and interactive child is fretting but silent, the teacher becomes concerned.

## **5.0 Skills Professionals in Schools may need to develop.**

- 5.1 Teaching children requires considerable verbal input from the teacher. In other words, they talk a lot with children and are skilled at posing questions. In the teaching situation the teacher is in control. If a child decides to tell a teacher something very sensitive it would be so easy for the teacher to automatically use these skills when all that is needed is to listen to the child and make the minimum supportive and non-judgemental comments. The following information on listening skills may, therefore, be helpful to teachers.

### **5.2 Keys to Good Listening**

- When a child speaks to you, they have chosen you as the person they trust.
- If you feel that a child wants to talk to someone but has not, then you may not be the right person. They may be more comfortable speaking to a male/female, or someone from their own cultural background/religion.
- Children are best at making their own judgement of who they want to speak to, so do not push them into speaking to someone else.
- Find a comfortable environment, a quiet place to talk, perhaps a corner of the classroom. If the time when a talk is requested is impossible, make sure you give them a time when you will be able to listen, and stick to it, e.g. the end of the lesson. For young children it is important to speak to them soon. You could enlist the help of the classroom or teaching assistant.
- When a child is talking, your role is TO LISTEN and it is very different from the teaching situation as the child is in control. Remember that a child may be silent because they are thinking, so allow time for this. Some reassurance that how the words come out is not important may help a child to verbalise.
- DO NOT make promises you cannot keep. You cannot keep secrets and you need to accept your own limitations, as you may need to talk to

someone else. **DO NOT PROMISE CONFIDENTIALITY** (Note the school policy on Confidentiality)

- Children believe that by keeping a secret they can avoid further abuse, avoid greater abuse and prevent family break-up, whereas in reality keeping a secret means the child continues to suffer.
- Stay calm and reassuring.
- **BELIEVE** what you are being told. Spontaneous account is the most reliable form of statement, which must then be formally assessed.
- **LISTEN** – do not press the child, say that you are glad they told you.
- Make sure that the child understands that they are not to blame, it is the perpetrator who has done wrong.
- Use the words that the child uses, as they understand them. Sometimes you may need to clarify points.
- **NEVER** lead or guide a child to an answer you want or expect to hear. Gather information.
- **DON'T** ask too many questions.
- Use “Why?” “What do you mean...” “Can you explain that to me?”
- Do not display your shock or fear or disgust. Avoid personal feelings.

**GOOD LISTENING** is important because:

- It enhances good working practice and working together (in ANY situation) – it increases the child’s confidence and trust if they feel they have been listened to, and it helps to release their burden.
- It makes the investigation easier and less painful to the child as there is less need for repetition.

**NOT ALL CHILDREN WILL BE CLEAR THAT THEY ARE READY TO TALK**

They may test the water first to judge your reaction to see if you are the right person , in the following ways:-

- Ambiguous statement. “Another boy I know...”
- Verbal hints “I don’t like it when Daddy’s in my bed....”
- Sexually explicit play.
- Non-behavioural disorders.
- Change in behaviour.
- Running away.
- Wanting to be asked questions.
- Attention seeking.

## 6.0 What is Child Abuse?

- **PHYSICAL ABUSE** is where parents or carers or other significant adult deliberately inflict injuries on a child or, knowingly, do not prevent them. Punching, hitting, kicking, burning or biting are some examples of physical abuse. Physical abuse can cause injuries including bruising, burns, fractures, internal injuries and brain damage. In the most extreme cases, physical abuse can cause death.
- **EMOTIONAL ABUSE** is when parents or carers continuously fail to show a child love or affection, or when they threaten, degrade and taunt a child. This can result in a child becoming nervous and withdrawn, lacking in confidence and with no self-esteem.
- **NEGLECT** occurs when parents or carers fail to meet a child's essential needs, such as adequate food, clothing, warmth and medical care. Children left alone or without proper supervision who are too young to look after themselves, is another example of neglect.
- **SEXUAL ABUSE** takes place when an adult forces a child to take part in a sexual activity, using the child to satisfy his or her own sexual desires. Examples of sexual abuse include fondling, masturbation, or exposing children to pornographic videos, books, magazines or other material. Sexual abuse can have very damaging and long lasting effects.

6.1 In school, professionals would be right to talk to the child and then decide if it is appropriate to refer him/her to the designated senior person for child protection, if they noticed a child who was:-

- Bruised and giving questionable reasons for this.
- Showing a change in personality and attitude.
- Unable to concentrate on their work for long.
- Having friendship problems, which are out of character.
- Refusing to take part in Circle Time.
- Persistently unhappy or depressed.
- Appearing reluctant to go home.
- Frequently asking to visit the toilet.
- A marked change in any behaviour.

6.2 It is important to eliminate other reasons for these behaviours, such as bullying in school, known family difficulties or a genuine accident, before expressing concern about abuse.

## 7.0 Record Keeping.

All child protection logs will be recorded on My Concern.

- They do not have to be open to parents as school records are.
- The law allows child protection to be kept separate from school records.
- Record as soon as possible
- Separate fact from opinion
- Record others comments verbatim
- Describe injuries very precisely
- Records protect children and staff
- Keep records as an ongoing picture of child's welfare (and to help hand over to changing staff) and help build up a picture
- Records should not indicate third party information and should be accurately dated and :
  - Factual
  - Non-judgemental
  - Clear
  - Balanced
  - Accurate
  - Relevant
  - Written records help give a long-term picture and overcome problems of staff changes

An example of a child protection record is shown at the end of this policy.

## 8.0 Child Protection and the Curriculum.

- 8.1 Children who are being abused and who reach the point where they want to 'tell' will re-live the agony of their experiences every time they try to tell and are not heard. A school, which offers children the opportunity to talk and be heard as part of the curriculum, for example, in Circle Time, should then listen when a child has something to say. This builds trust, which gives a child the confidence to 'tell' if something abusive is happening in their lives.
- 8.2 Classroom activities, which encourage speaking and listening, which focus on feelings and which build self-esteem and team work, create an atmosphere in which children can feel safe. Whilst they will be fully aware they can get their spellings or their tables wrong, they must feel confident enough to know they **can** trust their feelings and that no-one will say these are wrong.

(Included in this policy is some further information about Child Sexual Abuse, and some sample activities.)

## **9.0 Procedure to Follow if the Allegation names a Member of Staff**

9.1 The head teacher is required to carry out an initial urgent consideration of whether or not there is sufficient substance in the allegation to warrant an investigation. This is done in consultation with the appropriate officer in the Gloucestershire Safeguarding Children board. This will result in one of four possible outcomes:-

1. An immediate referral under the local child protection procedures (if the child is considered to be at risk of significant harm and in need of protection the member of staff may be suspended).
2. There is a reason to suppose abuse could have occurred and that referral under the local child protection procedure or under internal disciplinary procedures may be necessary.
3. That the allegation is apparently without foundation.
4. That the allegation was prompted by inappropriate behaviour, which needs to be considered under local disciplinary procedures.

9.2 All records made as the result of an allegation must be kept separate from other Pupil records and stored in a locked filing cabinet. Social Services and the Police will need access to the file.

## **10.0 Training.**

10.1 It is essential that the adults who work in a school are fully aware of the procedures laid down for Child Protection. They will receive adequate training in child protection and be knowledgeable about the Behavioural Policy of the school. The training should include:

- Current research findings and statistics
- The signs of abuse
- Handling disclosures
- How victims behave
- Characteristics of the abuser
- Support for those involved
- Relevant Inset when necessary

10.2 All professionals are required to attend initial and regular update training usually provided by the Gloucestershire Safeguarding Children Board. Staff inset training at the beginning of each academic year will also cover this policy and make reference to the GSCB training.

## 11.0 After the Child has spoken

- Record what has happened immediately on My Concern.
- Refer the details immediately to the designated senior person for child protection who will make a referral to GSCB. If the designated teacher is not available then refer to the most senior teacher on the premises.
- Use the child's actual words in the report, as this will be useful knowledge for the investigating officers.

## 12.0 Parental Report of a Disclosure.

12.1 Sometimes a parent will come to school to report a disclosure made by their child at home. Whether the alleged abuser is a family member or friend, or a member of the school staff the procedure to follow when responding to the parent is the same.

- Before asking the person to share their information with you, explain that you will have to pass what they tell you to someone else, and check with them that they still wish to continue.
- Listen carefully and take notes (dated and signed).
- Record only events as described and comments verbatim.
- Do not include any judgemental comments.
- Thank the person for informing you, acknowledge how difficult this must be to do.
- Confirm that you will pass this information on to the designated senior person, using My Concern, who may pass it on to the GSCB. Reassure the parent that you will keep him/her informed of events, that Social Services may/will be in touch and that you as the teacher are available at any time.
- If the allegation is about a member of the school staff DO NOT deny any allegation or make any judgemental comments about it.

14.0

## 13.0 The Referral Process. (Taken from the GSCB, DSL Handbook)

13.1 The DSL will usually make referrals. However it is the responsibility of the Head teacher and the DSL to ensure all staff know the procedure and have the confidence to use it.

The Stages of Referral:

### **Professional has concerns**

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

**Consultation with supervisor**

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

**Completion of written record**

complete a written record of the nature and circumstances surrounding the concern including any previous concerns held. Use MyConcern to record this.

**Contact social workers for advice**

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

**Children's Help Desk Tel: 01452 426 565**

and ask to speak to a social work practitioner

**Contact the children's helpdesk**

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

**Children's Help Desk Tel: 01452 426 565**

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

**Resolving professional Difference (escalation policy)**

Remember to use the „resolution of professional difficulties (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for the child. Advice about procedural issues including using the resolving professional differences procedures can be obtained through the **Safeguarding Children Service on 01452 58 3629** For out of hours social work advice please contact the **Emergency Duty Team on 01452 614 194**

When making a referral, the form at Appendix 1 should be used. Consent to share information should be sought from parents unless to do so would place the child or another person at risk of harm.

## **14.0 Other Issues Relating to Child Protection.**

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

14.1.1 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, 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-go-wrong/forced-marriage/>  
<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>  
<http://www.karmanirvana.org.uk/>

14.1.2 Female Genital Mutilation is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a womans sex drive.

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/fgm/>

14.1.3 If it is suspected or it is alleged that any of the above has happened or there is an immediate risk to a child, a referral should be made.

14.1.4 If you have any queries or questions in relation to this procedure please contact Faye Kamara, Strategic County Domestic Abuse and Sexual Violence Co-ordinator, faye.kamara@gloucestershire.pnn.police.uk or 01242 247933.

### **14.2 Anti-bullying**

14.2.1 The school has an Anti-bullying policy which will be revised each year.

### **14.3 Domestic Abuse Referral Process**

14.3.1 The aim of the process is to reduce harm caused by domestic abuse to children. DARP was developed in order to provide a multi agency response to referrals of domestic abuse where children are involved, and to offer early intervention and support to the victims and children. The cases discussed at DARP are ones where children are not already open to Social Care.

- 14.3.2 If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Abuse falls into this category.
- 14.3.3 The Multi-agency response team consists of representatives from the Police, CYPD, Health and CARP (Domestic Abuse Helpline for victims). They meet on a regular basis to discuss the cases, share information and make informed decisions about actions.
- 14.3.4 For more information on this process please contact the Strategic County Domestic Abuse and Sexual Violence Co-ordinator  
Faye.kamara@gloucestershire.pnn.police.uk on 01242 247933.

#### **14.4 Multi Agency Public Protection Arrangements (MAPPA)**

- 14.4.1 Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child/young person.
- 14.4.2 The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self.
- 14.4.3 The police, probation and prison service are the lead agencies, with other agencies including CYPD/Education settings, having a statutory duty to cooperate.
- 14.4.4 Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.
- 14.4.5 The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from CYPD. There are links between the Multi-Agency Public Protection Arrangements and the GSCB. A MAPPA report is produced annually and can be obtained from the Home Office website.  
([www.probation.homeoffice.gov.uk](http://www.probation.homeoffice.gov.uk))

Further information / queries can be obtained from the MAPPA Manager - 01242 247975.

## **14.5 Multi Agency Risk Assessment Conference (MARAC)**

- 14.5.1 MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in 4 localities; Cheltenham and Tewkesbury, Gloucester, Forest, Stroud and Cotswolds.
- 14.5.2 The purpose of MARACs are “to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm”.
- 14.5.3 Please see [www.caada.org.uk](http://www.caada.org.uk) for more information about the process and to view the Education toolkit for MARAC.
- 14.5.4 Currently Education Representatives do not attend any of the four MARACs. Instead if the MARAC decides to disclose to the school in question, the action will be for the Health Representative to disclose and inform the School Nurse with the relevant information agreed at MARAC. The School Nurse may then disclose to the School, by way of the Designated Child Protection Officer or offer the support directly to the child. However Gloucestershire Police are working with the GSCB to improve this procedure and ensure that educational settings are represented themselves at MARACs.
- 14.5.6 Under the current MARAC process, should a DSL within a school want to know whether a child has been known to a MARAC meeting, it is the responsibility of the DSL to make those enquiries with the Central Referral Unit at Gloucestershire Public Protection Bureau, 01242 247999, [cruenquiries@gloucestershire.pnn.police.uk](mailto:cruenquiries@gloucestershire.pnn.police.uk)
- 14.5.7 For any more information on this process please contact Faye Kamara-Strategic County Domestic Abuse and Sexual Violence Co-ordinator, [faye.kamara@gloucestershire.pnn.police.uk](mailto:faye.kamara@gloucestershire.pnn.police.uk) or 01242 247933.

## **14.6 Children Who Go Missing From Care and Home**

- 14.6.1 Defined as a child who is ‘missing’ if their whereabouts are unknown, whatever the circumstances of their disappearance.
- 14.6.2 Children who go missing place themselves at risk of substance abuse, exploitation and addiction. There is a very high correlation (probably 98%) between children who go missing and those who are sexually exploited. Missing children should be reported to Gloucestershire Constabulary.

## **14.7 Children Missing From Education (CME)**

- 14.7.1 Children Missing Education (CME) refers to ‘any child of compulsory school age who is not registered at any formally approved education activity eg

school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks'.

- 14.7.2 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.

- 14.7.3 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:

Education Performance and Inclusion team  
Shire Hall,  
Westgate Street,  
Gloucester GL1 2TP

Tel 01452 328033 / 427800.

## **14.8 Child Sexual Exploitation (CSE)**

- 14.8.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.

- 14.8.2 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

- 14.8.3 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse. Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

- 14.8.4 Schools will refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

## **14.9 Child Trafficking**

- 14.9.1 Child trafficking is the recruitment and movement of children for the purpose of exploitation; it is a form of child abuse. Children may be trafficked within the Country, or from abroad. It overlaps with Sexual Exploitation and Private Fostering. Children may be trafficked for:

Sexual exploitation

Labour exploitation

Domestic servitude

Cannabis cultivation

Criminal activity

Benefit fraud

Forced marriage

Moving drugs.

## **14.10 Private Fostering**

14.10.1 Private Fostering arrangement is one that is made privately between two parties without the involvement of the Local Authority for a child under the age of 16 (18 if disabled). This arrangement would be with someone who is not a parent or close relative, and lasts 28 days or more.

14.10.2 Private Fostering is used as a form of childcare by parents who are not able to take care of their child on a day to day basis, for whatever reason. However, unreported Private Fostering Arrangements can be used in order to exploit children.

14.10.3 The Law requires that the Local Authority should be informed at least six weeks in advance of a Private Fostering arrangement or 48 hours after the arrangement has been made if in an emergency. Social Workers will:

- Check the suitability of the Private Foster Carers through checks and assessment;
- Make regular visits to the child and monitor the standard of care; and
- Ensure that Private Foster Carers and birth families have all the necessary information and advice they require.

## **14.11 Safeguarding Children and Young People Vulnerable to Violent Extremism (PREVENT DUTY)**

14.11.1 Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. As with managing other safeguarding risks, schools should

be alert to changes in children's behaviour that could indicate that they are in need of protection.

14.11.2 School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to the Channel programme" (Keeping Children Safe in Education, Department for Education, Sept 2016)

14.11.3 Our school safeguarding policy therefore complies with the schools duty under Section 26 of the Counter Terrorism and Security Act 2015 in accordance with the Department of Education advice for schools specific guidance for schools.

## 15.0 Equalities.

15.1 This policy has been written to take into account the needs of all regardless of age, disability, race, religion, belief and gender. In respect of adults this list also includes gender reassignment, marriage & civil partnership, pregnancy, maternity or paternity and sexual orientation.

## 16.0 Values

16.1 Our twelve school values underpin the life of the whole school community. Those particularly pertinent to child protection are:

**Courage:** Doing the "right thing" which means putting aside fears of how carers might react when a referral to social care is made, focussing on what is right for the child as your principle concern.

**Justice:** Children who have been or are being abused deserve justice to put right what has happened. All the school need to show that appropriate measures will be taken against perpetrators who abuse children.

**Compassion:** Victims of abuse should be shown compassion rather than sympathy. This includes going the extra mile to try to put things right.

**Respect:** Respect for every child's right to a life free from abuse informs our actions as adults in this school.

**Responsibility:** Child protection is the principle responsibility of every person (either paid or volunteer) in the school.

## 17.0 Monitoring and Review.

17.1 This policy is monitored by the Governing Body and will be reviewed every year.

Telephone numbers for concerns about the safety of a child.

## Social Care

<b>Report concerns to Children and Families Helpdesk Customer Service Operators on:</b>	01452 426565
-----------------------------------------------------------------------------------------	--------------

<b>Referral and Assessment Teams.</b>	01452 427850
<b>Children and Families Teams.</b>	
Gloucester Referral & Assessment Team	
Gloucester Children & Families Team	01452 427827
Forest Referral & Assessment Team	01594 820489
Forest Children & Families Team	01594 820577
Cheltenham & Tewkesbury Referral & Assessment Team	01242 532447
Cheltenham Children & Families Team	01242 532425
Stroud & Cotswolds Referral & Assessment Team	01453 760534
Stroud Children & Families Team	01453 760530
Cotswold Children & Families Team	01285 881029
Tewkesbury Children & Families Team	01452 427533

<b>Safeguarding Children Service</b>	01452 583636
<b>Safeguarding Children Development Officer (education)</b>	01452 426994
<b>Local Authority Designated Officer for Allegations</b>	01452 426994

## Police

<b>Police –Child Abuse Investigation Team</b>	<b>01242 261112</b>
Gloucestershire Police	0845 0901234

## Health Services

For general enquiries about health services, please contact:

Gloucestershire Health	01452 300222
Victoria Warehouse, Gloucester, GL1 2EL	
Gloucestershire Partnership NHS Trust	01452 891000
Rikenel, Montpellier, Gloucester, GL1 1LY	
Safeguarding Children, NHS Gloucestershire	08454 221500
Sanger House, 5220 Valiant Court, Gloucester Business Park, Brockworth, Gloucester, GL3 3PX	
East Gloucestershire NHS Trust	01452 395050
Ambulance Control & HQ	
Horton Road, Gloucester, GL1 3PX	

## Housing Services

<b>Cheltenham Borough Council</b> Municipal Offices, The Promenade, PO Box 12, Cheltenham, GL50 10PP	01242 262626
<b>Cotswold District Council (area offices)</b> Trinity Road, Cirencester, Glos, GL7 1PX	01608 650881
<b>Forest of Dean District Council</b> The Council Offices, High Street, Coleford, GL16 8HG	01594 810000

## Other useful telephone Numbers

<b>Citizens Advice Bureau (Cheltenham)</b>	01242 522491
<b>Citizens Advice Bureau (Gloucester)</b>	01452 527202
<b>Cheltenham General Hospital</b> (switchboard)	08454 224438
<b>Gloucester Royal Hospital</b> (switchboard)	08454 228394
<b>NSPCC Gloucester</b>	0808 8005000
<b>Rape Crisis</b>	01452 526770
<b>Childline</b>	0800 1111
<b>Samaritans</b>	08457 90 90 90
<b>SHARE – Young Peoples Counselling Service</b>	01452 500300

## APPENDIX 1 – REFERRAL FORM

**Complete the form and send to either, [Childrenshelpdesk-gcsx@gloucestershire.gcsx.gov.uk](mailto:Childrenshelpdesk-gcsx@gloucestershire.gcsx.gov.uk) or Children & Families Helpdesk, Block 4, 5<sup>th</sup> Floor, Shire Hall, GL1 2TP or Fax: 01452-427359**

### 1. Confirmation of verbal contact for Children’s Services

Only complete this section when Children & Families Helpdesk/Children’s Social Care have been contacted by telephone.

Please indicate Children & Families Helpdesk or enter the Name of the Children’s Social Care Team you contacted:			
Name of Customer Services Officer/Social Worker you spoke to:			
Date of Verbal Request:		Time:	

### 2. Child/Young Person Details

Name	Date of Birth (D.o.B)	School/Nursery	
Ethnicity	Language	Interpreter Required	Religion
		Yes / No	
Disability/Special Needs:			

### 3. Child/Young Person Current Address

Address:			
Postcode:		Telephone No:	

### 4. Family/Household composition (Parents/Carers/Siblings/Others)

Name	D.o.B	Relationship To Child	Ethnicity	Language	Household Member	Parental Responsibility
					Yes / No	Yes/No/Don't Know
					Yes / No	Yes/No/Don't Know
					Yes / No	Yes/No/Don't Know
					Yes / No	Yes/No/Don't Know
					Yes / No	Yes/No/Don't Know

### 5. Awareness and Consent (Read Section 5 of the guidance before completing this section)

Parent/Carer is aware of the request:	Yes / No / Don't Know
Young Person is aware of the request:	Yes / No / Don't Know
Parent/Carer has given consent for request:	Yes / No / Don't Know

Young Person has given consent for request:	Yes / No / Don't Know
If 'No' to any of the statements above, please state your reasons (i.e. Your decision made to override the need for consent):	

**6. Other Agencies/Professionals and GP involved with the child/family**

Name	Agency	Role	Contact Details

**7. Your Agency/Professional involvement with child/family**

Enter details below including length of involvement and previous requests/referrals made to other relevant agencies.

Details:			
Is a Common Assessment Framework (CAF) in place?	Yes/No/Don't Know	Date:	
		Status:	Open/Closed/Don't Know
		Lead Prof/Agency:	

**8. Reason for request**

You must state the nature of the concern or perceived risk in as much detail as possible regarding:

The Child/ Children's needs:	
The Parents/Carers and their parenting capacity:	
The wider family and environment:	
Describe the response requested of Children's Services and any action you intend to take.	

**9. Requestor details** (Where can you be contacted over the next 24hrs?)

Name of Requestor:		Agency/Role:	
Email Address:		Telephone:	

Postal Address:		Date Submitted:	
-----------------	--	-----------------	--

**10. To be completed by Children's Social Care Team**

Outcome of Request (Circle as appropriate)	Request Accepted		Initial Assessment	Provision of Information And Advice	Other	No Further Action
	YES	NO				

Decision Made By	Team Name	Date

COPIES OF THESE FORMS CAN BE DOWNLOADED FROM THE GSCB WEBSITE.