



Child Protection

Written by	Alex Robbins and GCSB
Verified by	The Head Teacher
Approved by	Community and Standards Committee
Review Date	Spring Term 2019



Child Protection Policy and Procedures

Section	Title	Page
1	Rationale	2
2	Aims	3
3	Guidelines	4
4	Responsibilities of the Designated Safeguarding Lead (DSL)	6
5	The Governing Body	8
6	Prevention and Supporting Pupils	8
7	Safe School, Safe Staff (GSCB Guidance)	10
8	Responsibilities of ALL Staff	12
9	Safer Recruitment	13
10	Allegations Management / Whistle Blowing	14
11	Related Policies	15
12	Specific Safeguarding Issues and Berkeley Primary Schools Offer of Early Help	15
Appendix 1	Definitions and Indicators of Abuse	29
Appendix 2	Further Information About Specific Current Safeguarding Issues	36
Appendix 3	Child Protection Processes	41
Appendix 4	Glossary/Changes in Terms	43
Appendix 5	Useful Links	44
Appendix 6	Designated Safeguarding Personnel	46
Appendix 7	Staff Record of Force Involving a Pupil	47
Appendix 8	Child Protection Procedures Leaflet	48
Appendix 9	Peer to Peer Abuse	50

This Policy will be reviewed in the Spring Term 2018

If anyone thinks a child or young person is at immediate risk of significant harm they should contact the Children's Helpdesk on: 01452 426565 or in an emergency always call 999.



1.0 Rationale

1.1 Berkeley Primary School Governing Body recognises 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 there are adequate arrangements within our PRU to identify, assess and support those children who may be suffering harm. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: 'Working together to safeguard children' (DfE 2011) and 'Keeping children safe in education' (DfE 2016). This policy also takes on board procedures and guidance set out by Gloucestershire Safeguarding Children Board.

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Child Protection Policy and Procedures document forms part of a suite of documents and policies which relate to the safeguarding responsibilities of this school. **In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour and Anti-Bullying Policy, Code of Conduct/Staff Behaviour Policy and ICT Acceptable Usage Policy.**

Berkeley Primary recognises that all adults, including supply staff¹, volunteers, non-teaching staff and management committee members, have a full and active part to play in protecting our pupils from harm, and that the welfare of each child is of paramount importance. This includes a commitment to ensuring that all learners feel confident that any concerns they may have will be listened to and acted upon. All staff believes that our school should provide a caring, positive, safe and stimulating environment that promotes the social, moral, spiritual and moral development of each individual child as well as academic progress.

Berkeley Primary School follows the procedures established by the **Gloucestershire Safeguarding Children Board (GSCB)** www.gscb.org.uk
GSCB also provide regular email alerts and training to Berkeley Primary School staff. **All staff are encouraged to visit this live, regularly updated website which guides and informs school.**

All children are entitled to protection from abuse and neglect. Abuse is defined as physical abuse, sexual abuse, emotional abuse or neglect. This policy has been written to inform members of staff at Berkeley Primary School about the action needed should abuse be suspected. It also emphasises our commitment to keeping children safe by ensuring safer recruitment procedures are followed.



2.0 Aims

2.1 At Berkeley Primary School we will:

- Establish a safe environment in which children can learn and develop; and equip them with the skills to keep safe
- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Raise awareness of child protection issues and ensure that all members of staff are alert to the indicators of abuse;
- Implement procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children's Helpdesk
- Support pupils who have been abused in accordance with his/her agreed child protection plan.
- Ensure that children in our care are given the opportunities to develop in line with our school aims.

2.2 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 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.

2.3 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 Guidelines

- 3.1 At Berkeley Primary School we endorse the view that in any intervention, emphasis should be placed first and foremost on the interest of the child. In the event of any concern being expressed by the school, parents will be contacted and kept informed. However, this will not be the case if serious sexual or physical abuse is suspected.
- 3.2 Most healthy children will collect bruises or other injuries from time to time. Accidental bruising will occur on the skin where it is covering bony prominences (e.g. shin, forehead, elbow, and hipbone).
- 3.3 A small number of children suffer from rare conditions, like haemophilia, brittlebone disease, which makes them more susceptible to bruising and fractures.
- 3.4 The school will ensure that it practices Safer 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.
- 3.5 The school will follow the guidance from the Gloucestershire Safeguarding Children Board. The GSCB Safeguarding Children Handbook can be found online www.gscb.org.uk/handbook or for further support and guidance it can also be found on the notice boards in the staffroom, Headteachers office, Out of school Club and Little Jesters.

The school has registered for updates from this website and will ensure all staff are made aware of any major changes to legislation or practice.

- 3.6 The school will distribute the Guidance for safer working practice for adults who work with children and young people to all staff and volunteers as part of their induction upon joining the school. They are also signposted to the document 'keeping children safe in education' which is on display alongside the Guidance for Safer Working Practice. All updates will be distributed as they arise.
- 3.7 The school has a strong approach with regular training and updates to ensure that all staff members maintain an attitude of '**it could happen here**' where safeguarding is concerned and that when issues arise about the welfare of a child, staff members always act in the interests of the child.
- 3.8 To ensure that within there is an understanding that **safeguarding is the responsibility of EVERYONE.**

If at any point there is immediate risk of serious harm to a child a referral must be made to social care immediately or dial 999. Anybody can make a referral.



By following this guidance, the school will:

- 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.
- On the rare occasions that the school may be asked to be involved in MAPPA and MARAC the Head teacher will attend any required meetings

4.0 Responsibilities of the Designated Safeguarding (child protection) Lead

4.1 The Headteacher has overall responsibility for all procedures within the school. Working with the Headteacher, the additional Designated Safeguarding Leads (DSL) have responsibility for informing the Head teacher and following the processes the school has within the policy using the guidance from the GSCB as outlined in their current Handbook. In addition to the Headteacher as designated Safeguarding lead the Deputy Headteacher, the Preschool Leader and the Family & SEN D support have also undertaken enhanced training to enable them to act in the Headteachers absence.

4.2 The broad areas of responsibility for the designated safeguarding leads and deputy safeguarding leads are:

Managing referrals:

- Refer all cases of suspected abuse to the local authority children's social care



team and to the Police (cases where a crime may have been committed).

- Liaise with the head teacher and inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure effective records are kept in regards to safeguarding matters including keeping written records of concerns about children, even when there is no need to refer the matter immediately ('watching brief'). Ensure all records are kept securely; separate from the pupil main files and entered on to the electronic CPOMs system.

Ensuring their own knowledge of safeguarding issues and procedures are up-to-date:

- The school's designated and deputy safeguarding leads receive appropriate annual training through the GSCB DSL Forums. Multi-agency training is also undertaken every two years in order to carry out their roles. The DSL/DDSLS have job descriptions in place so that they are clear about their roles and responsibilities. DSLs and DDSLS are also required to attend whole service CP/safeguarding updates every 3 years as well as participate in the annual (internal) CP/safeguarding updates. Additional online training is undertaken as advised by the GSCB.

Raising Awareness and encouraging ongoing vigilance:

- The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads should ensure the safeguarding policy and associated policies and procedures are known by all staff and used appropriately.
- Ensure that, working with the Governing Body, the schools child protection policy is reviewed annually and that the procedures and implementation are updated and reviewed regularly.
- 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.
- Link with the local GSCB to make sure staff are aware of training opportunities and the latest local policies and guidance on safeguarding.
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.
- Organising child protection induction, and update training, for all school staff within the requisite timescales.
- Providing, with the Head teacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSLs, and by all staff and management committee members; number and type of incidents/cases, and number of children on the child protection register (anonymised).



- **The policy will be reviewed annually by the Governing Body.** Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures. Our Child Protection Policy and Procedures will also be monitored and evaluated by: Governing Body members; SLT learning walks, visits to pupils and discussions with children and staff ; Pupil surveys and questionnaires; Scrutiny of Attendance data; Scrutiny of a range of risk assessments; Logs of bullying/racist/behaviour incidents for SLT and the to monitor; Review of any parental concerns and parent questionnaire; School council meetings; GSCB/GCC schools annual safeguarding audit document.

5.0 The Governing Body

Governing Bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The nominated governing body member for child protection is:

Peter Cornelius (Chair of the Governing Body)

The responsibilities placed on governing bodies include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy.
- Appointing a designated safeguarding lead who should undergo child protection training at least annually. (Deputy Designated Safeguarding Leads should be trained to the same standard).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Making sure that children are taught about how to keep themselves safe.

6.0 Prevention and supporting pupils

We recognise that our school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults and an ethos of protection. Berkeley Primary School staff and the Governing Body also recognise that because of the day to day contact with children, staff are well placed to observe the outward signs of abuse or other issues impacting a child (e.g. self-harm, low self-esteem, low-mood). The school community will therefore:

- 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 the school council, pupil questionnaires and involvement in anti-bullying week and other such



events.

- Ensure that all children know there is an adult in school whom they can approach if they are worried or in difficulty.
- Including opportunities across the curriculum, including in the curriculum (explicit SMSC/PSHE/SRE topics), which equip pupils with the skills to they need to stay safe from harm and know whom they should turn to for help (e.g. telephone helplines). In particular this will include anti-bullying work, e-safety, child exploitation.
- Include opportunities in the curriculum to prepare for transitions. Transitions can be a time of great anxiety so considering additional emotional support young people may need is important (offer of early help) to keep children safe. Teaching confidence and staying safe in more independent travel situations is also important.
- Encouraging self-esteem and assertiveness through the curriculum whilst not condoning aggression or bullying.
- Liaising and working with all other services and agencies involved in safeguarding or supporting children where appropriate.
- Seeking **early help** for young people when concerns become apparent or notifying social care (via the Children's Helpdesk) as soon as there is a significant concern.

Berkeley Primary School context and prevention:

All staff and in particular our pastoral team are always on hand to listen to children who appear low in mood or ask for help. The children are all aware of the role which Mrs Turner plays and can ask to see her as need requires.

Staff also recognise that children who have been 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. Berkeley Primary School may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant or they may be withdrawn. The service 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. "Care And Support Helps Everyone Succeed"
- Liaison with other agencies that support the pupil such as social care, Children and Young People Service (CYPS, formerly CAMHS), Targeted Support Team, Education, Entitlement and Inclusion Team (EEI Team) 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.**

7.0 Safe School, Safe Staff (GSCB Guidance)



Berkeley Primary School follows the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have a Designated Safeguarding Lead (DSL) and DDSL's (Deputy Designated Safeguarding Leads) who have received appropriate training and support for this role and a job description for their role in place.
- Ensure we have a designated teacher for CIC (Children in Care) and that this person is appropriately trained.
- Ensure we have a nominated Governing Body member responsible for child protection who has received appropriate training.
- Ensure we have a nominated member of the Governing Body is responsible for CIC (Children in Care) and has received the appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the management committee knows the name of the designated senior staff 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 (or taking immediate action if appropriate).**
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on our school website.
- **Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (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.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or management committee members.
- Ensure safe recruitment practices are always followed.
- **Ensure that all staff have read and understood this policy and part 1 and Annex A (Further Information) of Keeping Children Safe in Education (2016).**

Training to support this:

- **All staff will have at least annual training on safeguarding and child protection updates through INSET days and whole school meetings. All staff will receive mandatory whole-service safeguarding children training (every 3 years as advised by Gloucestershire Safeguarding Children Board), so that**

they are knowledgeable and aware of their role in the early recognition of the



indicators of abuse or neglect and of the appropriate procedures to follow.

- **The Designated Safeguarding Lead delivers an annual update to all staff on safeguarding and child protection matters each September.**
- **The Designated Safeguarding Lead (Mrs Marklove) delivers an annual update to all staff** on safeguarding and child protection matters each September.
- Additional training opportunities are offered as the opportunities arise.
- Safeguarding and child protection matters are a standing agenda item for all
- Governing Body meetings, SLT meetings and whole-service meetings to ensure ongoing informal training, support and discussion occurs keeping the profile raised on safeguarding matters.
- **All new staff receive safeguarding induction training within their first 7 days.**
- **All temporary staff, volunteers or agency staff receive a School safeguarding quick reference guide on day 1. They are also given a copy of this child protection policy and procedures as well as the staff code of conduct on day 1.**
- The Head teacher receives e-mails alerts from GCSB and if/when appropriate these are shared with staff at the earliest opportunity.

Physical Contact with Pupils

It is unnecessary and unrealistic to suggest that teachers should touch pupils only in emergencies. Particularly with younger pupils, touching them is inevitable and can give welcome reassurance to the child. However, teachers must bear in mind that even perfectly innocent actions can sometimes be misconstrued. It is important for staff to be sensitive to a child's reaction to physical contact and to act appropriately.

Use of Force to Restrain Pupils

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline in the school

The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

Staff other than teachers and volunteer helpers may also use reasonable force following the above guidelines – but only with the authorisation of the Headteacher. If any staff are being placed in situations where a pupil's behaviour may result in the use of force then suitable training will be made available.

Records will be kept of any incidents where force is used and parents will normally be informed at the earliest opportunity. Records will include:

- The name(s) of the pupil(s) involved.
- When and where the incident took place.



- Why the use of force was deemed necessary.
- Details of the incident, including all steps taken to defuse the situation and resolve it without force and the nature of the force used.
- The pupil's response.
- The outcome of the incident.
- A description of any injuries suffered by the pupil or others and/ or any property damaged during the incident.

A template (see appendix 7) for staff to record these details is saved in the Teachers' Shared Network area on the curriculum computer system. Any completed records should be saved in the dedicated folder, including the date in the file name. Staff will be provided with and must read, the Government's Guidance for Safer Working Practice for Adults who work with Children and Young People.

8.0 Responsibilities of all staff

8.1 All members of staff (and volunteers) must be familiar with, and constantly mindful of, the content of the following documents:

- The school child protection policy and procedures (this document)
- 'Keeping Children Safe in Education: information for all school and college staff' (DfE 2016)
- 'Guidance for safer working practice for adults who work with children and young people'
- Child Protection Procedures quick reference guide for new school staff or volunteers at school (handed out of day 1).

The above documents are given to staff and volunteers on induction and staff sign to say that they have read and received them. Other useful information, including the Safeguarding Children Handbook published by the Gloucestershire Safeguarding Children's Board (GSCB), can be found online at www.gscb.org.uk. Staff should be aware of this website.

At Berkeley Primary School we all work together and all take responsibility for safeguarding. The designated senior staff for safeguarding are as in Section 3 of this policy.

8.2 All staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in the school. In doing so they should seek advice and support as necessary from the DSL/DDSL's and other senior staff members.

8.3 All Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

8.4 All staff are also expected to:

- Undertake and engage with regular training on Child Protection and safeguarding.



This includes safeguarding induction training, GSCB whole service child protection training every three years, annual safeguarding update training and online training as well as any additional training as directed by the Head of Service or DDSLs.

- Be able to identify signs and symptoms of abuse
- Be able to identify children in need of extra help or at risk of significant harm.
- Be able to support social workers in making decisions.
- Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members as appropriate. In the case of any concerns about the Head/DSL this should be reported to Trevor Heeps (Vice Chair of the Governing Body and nominated safeguarding champion).
- **In the case of FGM (Female Genital Mutilation) a member of staff must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL).**
- Know how to make referrals to the children's helpdesk (if/when appropriate)
- Be aware of school's procedures and guidelines for safeguarding.
- Monitor and report as required on the welfare, attendance and progress of all pupils
- Keep clear, dated, factual and confidential records of child protection concerns and share these with the DSL/DDSLS.
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

9.0 Safer Recruitment

Safer recruitment is a vital aspect of child protection. The school has a separate safer recruitment policy which follows guidance from The Children's Workforce development Council (CWDC). References are taken up before interviews and safer recruitment practice is followed in full.

In line with government guidance at least one NCSL accredited recruiter is on all interview panels and involved in the complete selection process. No member of staff or volunteer in a regulated activity will be left alone with children until the DBS check has been completed.

- **Alex Robbins (Headteacher) Bev Williams (Inclusion Manager) - Accredited**
- **Emily Franklin (Class teacher) is also an NCSL accredited recruiter.**

Safer Working Practices The guidance for safer working practice for adults who work with children and young people in education settings can be found on the GSCB website in the safeguarding in education section. A copy is given to all members of staff who sign to say they have read it. NSPCC also complete Safer Recruitment Training.



10.0 Allegations against staff / whistle blowing / allegations management

10.1 All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a pupil, parent or other professional may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher. The Head on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). **If the allegation made to a member of staff concerns the Head Teacher the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO as above, without notifying the Head first.** Berkeley Primary School will follow the GSCB procedures for managing allegations against staff.

Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO. Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of the LADO and HR in making this decision. In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governing Body with advice from HR and LADO.

10.2 Whistle blowing

Berkeley Primary has as a separate **whistle-blowing policy** which all members of staff are aware of. We all understand our duty to protect children and our responsibility to ensure unsuitable behaviour is reported and managed using the Allegations Management procedures. These can be found in the whistle-blowing policy and on the GCSB website stated at the top of this policy.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

Whistle-blowing regarding the Head Teacher should be made to the Chair of the Governing Body – Peter Cornelius.

The NSPCC whistleblowing helpline is available 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



11.0 Related policies

Safeguarding and child protection is at the core of all that we do in Berkeley Primary School and therefore relates to *all* policies. **There are particularly important links between this child protection policy and the safer recruitment policy, staff code of conduct policy, whistle-blowing policy, anti-bullying policy, Health and Safety policy, staff ICT acceptable use policy, Offsite Visits Policy, Data Protection Policy and the PSHE / SMSC statement.**

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and when away from the school and when undertaking trips and visits.

Anti-Bullying (including cyber-bullying)

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 of bullying e.g. cyber, racist, homophobic, transphobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of any bullying incidents.

Racist Incidents

Our policy on racist incidents is set out separately, and 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.

School trips, visits and journeys

Berkeley Primary School has formally adopted, through its Governing Body, the Gloucestershire model policy for Offsite Visits.

Safeguarding is a critical part of all offsite visits and journeys. The Governing Body has delegated the consideration and approval of offsite visits and activities to Alex Robbins (Headteacher).

Before a visit is advertised to parents Miss Robbins will approve the initial plan. She will also approve the completed plan and risk assessments for the visit before departure.

Staff must discuss any potential off-site visit plans with Miss Robbins on all occasions. No trips or visits will go ahead without all of the correct paperwork, procedures and arrangements being in place and approved by the Head of Service. Please refer to the **Offsite Visits Policy** for full details.

12.0 Specific safeguarding issues and Berkeley Primary Schools offer of early help

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. **Within Gloucestershire the Early Help Partnership is co-ordinated by Families First Plus but all organisations working with children**



and young people should view themselves as part of the Early Help Partnership.

The co-ordinated **Berkeley Primary School offer of early help** is outlined in the table (pages 17 – 27). We believe that early interventions for children or families, in many cases, will prevent children from experiencing harm. Berkeley Primary offer a number of early preventative measures. In particular we have a Family Support Worker who is able to work with children or families who are struggling with a range of difficulties or sign-post them on to other appropriate agencies or organisations.

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

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 GCSB 'continuum of need' windscreen is an important diagram to keep in mind for all children. <http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols> (select 'levels of intervention')

Our aim is to help pupils and families as early as possible when issues arise: 'the right help at the right time to stop any issues getting worse'. Early help is an approach not necessarily an action. It includes prevention education as well as intervention where necessary or appropriate. In some cases immediate urgent action might be necessary if a child or young person is at risk of immediate harm.



<p>Universal source of help for all families in Gloucestershire:</p> <p>Gloucestershire Family Information Service (FIS)</p>	<p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families. They can help link parents up with other organisations that might be able to help or provide the information themselves e.g. parents could ask them about holiday clubs for your children across Gloucestershire.</p> <p>Contact the FIS by emailing:familyinfo@gloucestershire.gov.uk Or telephone: (0800) 542 0202 or (01452) 427362. FIS also have a website which has a wealth of information to support many issues such as childcare and support for children with disabilities. www.glosfamilies.org For information for Children and Young People with Special Education Needs and Disabilities (SEND) go to the SEN and Disability 'Local Offer' website:www.glosfamilies.org.uk/localoffer</p>
<p>GSCB (Gloucestershire Safeguarding Children's Board) website.</p>	<p>http://www.gscb.org.uk Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>
<p>Berkeley Primary universal support for all pupils and families.</p>	<p>All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction. Parents can either talk directly with the staff or telephone the Head. Staff are available within office hours (9am – 5pm on weekdays during term-time).</p> <ul style="list-style-type: none"> • General office number: 01453 810254 (to contact all staff). <p>All eligible pupils complete the on-line survey which is monitored and concerns are acted upon immediately.</p>
<p>Berkeley Primary School PSHCE / SMSC curriculum</p>	<p><i>Berkeley Primary have combined PSHE (Personal Social Health Education), SRE (Sex and Relationships Education) and SMSC (Spiritual Moral Social and Cultural) Education and called it the SMSC Curriculum. This comprehensive curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Where pupils have specific issues that need discussing or addressing we will make their wellbeing curriculum bespoke to them. Other specific topics helping pupils stay safe covered within the curriculum include(age appropriate content): Sex education: Children in Y3, 4, 5 and 6 have formal Sex education</i></p>



	<p>– discussing puberty, changes, personal hygiene. (Gloucestershire health living and learning team (GHLL) resource).</p> <p>PINK curriculum taught throughout school</p> <p>Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of pupils from different types of families (e.g. same sex parents); avoiding anti-gay derogatory language; Gender identity - there isn't such thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions.</p> <p>Drugs: Alcohol, Smoking and illegal drugs.</p> <p>Keeping Safe: E-safety (facebook and internet); personal safety (out and about); How to respond to an emergency.</p> <p>Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems? What are the signs someone is struggling? What makes you feel good; How to look after you own emotional well-being; Personal strength and self esteem; Being happy!</p> <p>Relationships: How to make and maintain friendship; family relationships; different types of families; (SEAL)</p> <p>Healthy Living: Taking responsibility for managing your own health; Importance of sleep; The main components of healthy living (diet, exercise and wellbeing); Focus on breakfast; Managing health and wellbeing when you are unwell (making sure you take your medicine when you should, have the right perspective, doing what you can do within the limitations of your health condition.</p> <p>Online Survey completed every 2 years</p>
Home-school support	All of our Early Help is offered in partnership with parents / carers.
E-safety	<p>E-safety is a key part of the ongoing (PSHE/SMSC/SRE) curriculum.</p> <p>-PACE (parents against child exploitation) UK is a useful website to engage parents with e-safety issues. www.paceuk.info/</p>
Bev Williams – Inclusion Manager	<p>Bev works in school 3 days per week (Tues, Wed, Fri) and is readily available to support children and families on a needs basis. She holds drop in sessions for parents every Friday between 2.45 and 3.30pm She will sign post families to further services if further support is required.</p>



<p>Bullying (including cyber-bullying)/ child death/suicide prevention</p>	<p>All Gloucestershire schools including Berkeley Primary are committed to tackling bullying. We want to know immediately if there any issues with bullying at school so that it can be addressed. It could be that bullying is related to a child’s home-school. School can also offer bespoke lessons on anti-bullying for anyone who has suffered bullying to encourage behaviours that might avert it in the future (e.g. assertiveness) or to boost self esteem. We have a series of teaching resources produced by the Gloucestershire healthy living and Learning Team (www.ghll.org.uk) to support this. In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999. Other sources of help and advice are: www.gscb.org (Gloucestershire Safeguarding children’s board) http://www.bullying.co.uk. Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied. Education about bullying is an integral part of the Berkeley Primary wellbeing programme www.ghll.org.uk. www.onyourmindglos.nhs.uk – A Gloucestershire website which also covers bullying as a topic and where to go for help.</p>
<p>Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment.</p>	<p>Within Gloucestershire Early Help Partnership (co-ordinated by Families First Plus) provide multi-agency support for children and families. A phone call to discuss a possible referral is helpful before making written referral. Parents must consent to a referral. School actively refer to when appropriate. Referrals go to the Early Help Partnership (representation from Education, health, social care etc. and referring agencies are encouraged to attend. All agencies should view themselves as part of this Early Help Partnership. The referral meeting is a multi-agency discussion to decide the best way forward: Early Help Partnership/Families First Plus: Gloucester: gloucesterearlyhelp@gloucestershire.gov.uk tel:01452 328076; Stroud: stroudearlyhelp@gloucestershire.gov.uk Tel: 01452 328130; Tewkesbury: tewkesburyearlyhelp@gloucestershire.gov.uk Tel: 01452 328 250; Cotswold: cotswoldearlyhelp@gloucestershire.gov.uk Tel: 01452 328101; FOD: forestofdeanearlyhelp@gloucestershire.gov.uk Tel: 01452 328048; Cheltenham: cheltenhamearlyhelp@gloucestershire.gov.uk Tel: 01452 328161. These teams are made up of the following professionals Early Help co-ordinators; Community Social Worker and Family Support Workers. They all work together from one base so they can recognise and respond to local</p>



	<p>needs and act as a focal point for co-ordinating support for vulnerable children, young people and their families.</p> <p>Support provided includes: Support for school and community based lead professionals working with children and families; Collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community; Work in partnership to support children with special educational needs in school; Advice and guidance from a social work perspective on a 'discussion in principle basis' ; Signpost children with disabilities and their families to access activities and meet specific needs; Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.</p> <p><u>Youth Support Team (YST):</u></p> <p>The Youth Support Team provide a range of services for vulnerable young people aged between 11 - 19 (and up to 25 for young people with special needs), including:</p> <ul style="list-style-type: none">- Youth offending- Looked after children- Care leaver's support services (for those aged 16+)- Early intervention and prevention service for 11 - 19 year olds- Support for young people with learning difficulties and/or disabilities- Positive activities for young people with disabilities- Support with housing and homelessness- Help and support to tackle substance misuse problems and other health issues- Support into education, training and employment- Support for teenage parents- <p>For General Enquiries: T: 01452 426900 E: info.glos@prospects.co.uk To make a referral: T: 01452 427923 E: fasttrackteam@prospects.co.uk</p>
Drug concerns	<p>www.infobuzz.co.uk/: Info Buzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse.</p> <p>Drugs education is covered in the school curriculum. The Life Education Bus visits annually as part of this provision (PSHE/SMSC) curriculum as a preventative measure.</p> <p>www.onyourmind.nhs.uk – advice on drug/alcohol misuse.</p>



<p>Mental health concerns</p> <p>* Please note that in Gloucestershire CYPS (children and young people's services) replaced CAMHS (child and adolescent mental health services)</p>	<ul style="list-style-type: none"> • www.onyourmindglos.nhs.uk – a newly launched website by Gloucestershire as part of the Future in Mind Programme. This website is good for young people, parents and professionals in terms of help with mental health issues and where to go for help. • Referral to school nurses may be appropriate. • Referral to CYPS (Gloucestershire's mental health services) via your own GP. • For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). In an emergency call 999 or 111. • CYPS* Practitioner advice line (for professionals to call) tel: 01452 894272.
<p>Child Sexual exploitation (CSE)</p>	<p>CSE screening tool (can be located on the GSCB website: www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols) This should be completed if CSE suspected. Clear information about Warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at www.gscb.org. Referrals should be made to Gloucestershire social care and the Gloucestershire Police.</p> <p>Gloucestershire Police CSE Team: The CSE team sits within the Public Protection Bureau Single agency team (Police) DS Nigel Hatten PC Christina Pfister (Missing persons Coordinator) 01242 276846</p> <p>All referrals to go to the Central Referral Unit 01242 247999</p> <ul style="list-style-type: none"> • Further information: National Working Group (Network tackling Child Sexual Exploitation) www.nationalworkinggroup.org and PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info



Domestic violence	<p>The GSCB (Gloucestershire Safeguarding Children's board) have published a Domestic Abuse pathway for educational settings which is on the GSCB website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship then the usual procedures should be followed and a referral made to the children's helpdesk (tel: 01452 426565). The response will vary according to the age of the young person so that the appropriate agencies are involved.</p> <p>Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk</p> <p>MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.</p> <p>Gloucestershire Unborn Baby Protocol: Research indicates that young babies are particularly vulnerable to abuse but that work carried out in the antenatal period can help minimise harm if there is an early assessment, intervention and support. Working Together (2015) specifically identifies the need of the Unborn Child. Professionals should read and act upon the unborn baby protocol if there is suspected domestic violence and a pregnancy. The unborn baby protocol can be found at www.gscb.org</p>
Teenage relationship abuse	<p>Please see comment about the Domestic abuse pathway for educational settings above (in domestic violence section). www.gov.uk – home office 'teachers guide to violence and abuse in teenage relationships.' All violence or suspected violence should be reported the police and/or social care as appropriate. GDASS (Gloucestershire Domestic Abuse Support Service) can be referred to for support.</p> <ul style="list-style-type: none">• Young person's GDASS leaflet.• Lead GHLL Teacher for advice and support with curriculum resources (tel: 01452 427208)• Gloucestershire Take a Stand – www.glostakeastand.com• Holly Gazzard Trust (local charity) – support worker. <p>Prevention: Resources used in the Wellbeing curriculum with pupils (available to all Berkeley Primary staff) are the 'Teenage Relationship Abuse' and 'Give and Get' (about consent) Curriculum resources – www.ghll.org. Visit from Holly Gazzard Trust to classroom.</p>



Fabricated and induced illness (FII)	<p>http://www.nhs.uk/Conditions/Fabricated-or-induced-illness for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy.</p>
Faith abuse	<p>www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief for copy of DfE document 'national action plan to tackle child abuse linked to faith or belief.' Judith Knight; Diocese of Gloucester Head of Safeguarding/faith abuse contact: jknight@glosdioc.org.uk. For other faith groups contact Jane Bee (GCC LADO).</p>
Female genital mutilation (FGM)	<p>Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal or the external female genitalia. FGM is illegal in the UK and as of October 2015 mandatory reporting commenced. If education staff or other professionals discovers that an act FGM appears to have been carried out on a girl under 18 years old there is a statutory duty for them <u>PERSONALLY to report it to the police.</u> http://www.nhs.uk/Conditions/female-genital-mutilation for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care. - Debbie Marklove (Head) has completed the online home office training, '<i>Female Genital Mutilation: Recognising and Preventing FGM</i>' - E-learning package- http://www.fgmelearning.co.uk/ for interested staff or professionals (free home office e-learning) Posters/leaflets on FGM shared with staff and pupils.</p>
Forced marriage	<p>SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire is Acting DI Jo Mercurio (Gloucestershire Constabulary, Public Protection Bureau). UK Forced Marriage Unit fm@fco.gov.uk Telephone: 020 7008 0151 Call 999 (police) in an emergency. www.gov.uk/stop-forced-marriage for information on Forced Marriage. <i>Visit Home Office website to undertake Forced Marriage e-learning package</i> https://www.gov.uk/forced-marriage. GSCB one day Awareness training delivered by Infobuzz www.gscb.org.uk Please see 'Multi-Agency Practice Guidelines- Handling cases of Forced Marriage' for more information and detail https://www.gov.uk/forcedmarriage.</p>



	<p><i>All practitioners must be aware of this, that is they may only have <u>one chance</u> to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.</i></p> <p>Prevention Freedom Charity- Aneeta Prem 'But it's not fair' book. A book for teenagers looking at forced marriage from the point of view of school friends of the girl who went to India and didn't come back. This book promotes discussion. www.freedomcharity.org.uk The Freedom Charity (UK charity) have a helpline, text facility and app which can be downloaded to help to provide support and protection for victims of abuse, FGM or forced marriage. They can be contacted on tel: 0845 607 0133 or text 4freedom to 88802 or go to the website to download the app from the app page.</p>
<p>Gangs and youth violence</p>	<p>Contact the Avenger Task Force/Inspector Neil Smith (Gloucestershire Police tel: 101). A task force set up to identify potential gang members as vulnerable individuals and potential victims and aims to help them. Prevention: wellbeing curriculum – self-esteem & identity, law & order and considering impact of violence on communities.</p>
<p>Gender-based violence/violence against women and girls (WAWG)</p>	<p>www.gov.uk – home office policy document, 'Ending violence against women and girls in the UK' (June 2014). FGM (Female Genital Mutilation) is violence against women and girls. Hope House SARC (Sexual Assault Referral Centre): 01452 754390 Gloucestershire Rape and Sexual Abuse Centre: 01452 526770 There's a 24-hour answerphone service and they'll respond within 24 hours. Or you can use the confidential and anonymous email support service at support@glosrasac.org.uk. The support workers are <u>all women</u>, who are specially trained to work with survivors of sexual violence. They will work with you at your own pace, explaining your options and your rights – and most importantly of all, they will always listen to you and believe you. GRASAC also have really helpful booklets: a self help guide, a guide for families or loved ones and a guide if you have learning needs. You can access them on the www.onyourmindglos.nhs.uk website or contact GRASAC for a free copy. www.onyourmindglos.nhs.uk for 'I've been raped or sexually assaulted' information.</p>



<p>Honour based violence (HBV)</p>	<p>The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Network Help line': 0800 5 999 247 Inspector Fay Komarah is the Gloucestershire Police contact for honour based violence.</p>
<p>Private fostering</p>	<p>http://www.gloucestershire.gov.uk/privatefostering Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427874. A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).</p>
<p>Preventing Radicalisation and Extremism/HATE (PREVENT duty)</p> <p><i>HM Government PREVENT duty: As of 1 July 2015 duty in the Counter-terrorism and security act 2015 for specified authorities (including all schools) to have due regard to the need to prevent people being drawn in to terrorism.</i></p> <p><i>If you see extremist or terrorist content online please report it via: https://www.gov.uk/report-terrorism</i></p>	<ul style="list-style-type: none"> • Gloucestershire Safeguarding Children's Board www.gscb.org. There is a new GSCB PREVENT referral pathway (Debbie Marklove/DSL has a copy) • www.educateagainsthate.com is the government website providing information and practical advice for parents, teachers and schools leaders on protecting children from radicalisation and extremism. • Gloucestershire Safeguarding Children's Board have published a PREVENT pathway for professionals to refer to. • All of teachers have had training in how to spot the signs of radicalisation and extremism and when to refer to the Channel panels. (online training). • Key contacts: PC Adam Large, Gloucestershire Constabulary PREVENT officer: tel 101 • Anti-Terrorist Hotline: tel 0800 789 321 <p>The 'Advice on the Prevent duty' written by the Department for Education explains what governors and <u>staff</u> can do if they have any concerns relating to extremism. The Department for Education has also set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. See Appendix 2 for more information on radicalisation.</p> <p>Prevention: Berkeley Primary teach traditional British values through the Wellbeing Curriculum: democracy, rule of law,</p>



<p>Preventing Radicalisation and Extremism/HATE (PREVENT duty)</p> <p><i>HM Government PREVENT duty: As of 1 July 2015 duty in the Counter-terrorism and security act 2015 for specified authorities (including all schools) to have due regard to the need to prevent people being drawn in to terrorism.</i></p> <p><i>If you see extremist or terrorist content online please report it via: https://www.gov.uk/report-terrorism</i></p>	<p>respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of 'Britishness'. E-safety is an important aspect of the curriculum to keep pupils safe from radicalisation. Pupils need to understand that radicalisation can be a form of grooming online and understand the notion of propaganda. They need to be taught to be discerning about what they read on the internet as the dangers of speaking to strangers online.</p> <p>Berkeley Primary School also seeks to equip parents with the knowledge of how to safeguard their children from radicalisation. Let's talk about it is an excellent website for parents www.itai.info/ as is www.preventtragedies.co.uk While it remains very rare for school age children to become involved in extremist activity to the point of committing criminal acts, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. As with other forms of criminality or risk of harm, early intervention is always preferable. Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of wider safeguarding responsibilities.</p>
<p>Sexting</p>	<p>http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting (NSPCC website).</p> <p>Gloucestershire Police have a small sexual exploitation team. Contact Sgt. Nigel Hatton. Prevention: 'So you got naked online' (sexting information leaflet produced for pupils by south west grid for learning) included in the Wellbeing (PSHE/SMSC) curriculum. Also shared with parents. <i>Pupils informed that sexting is illegal but the police have stated that young people should be treated as victims in the first place and not usually face prosecution. The police's priority is those who profit from sexual images of young people....not the victims.</i></p>
<p>Trafficking</p>	<p>Serious crime which must be reported to Jane Bee (Gloucestershire LADO) and the Gloucestershire Police.</p> <p>Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn't have to include people, children or young people being moved great distances.</p> <p>See Appendix 2 for further information on Trafficking.</p>



<p>Children who run away (missing persons/missing children)</p>	<p>PC Christina Pfister (Missing persons Coordinator Gloucestershire Police). Tel: 101 (Gloucestershire Police). GSCB Missing Children Protocol http://www.gscb.org.uk: Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care. ASTRA (Gloucestershire): The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across Gloucestershire. The project provides support, advice and information to young people up to eighteen years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions To Running Away. Freephone Telephone number: 0800-389-4992 EXCLUSIVELY for young people who have run away and have no money. All other callers are asked to use the 'ordinary' number (tel: 01452 541599).</p>
<p>CME (Children missing education)</p>	<p>Anyone concerned that a child is missing education (CME) can make a referral to the Education Entitlement and Inclusion team (EEI) at Gloucestershire County Council. Tel: 01452 426960/427360. Children Missing Education (CME) 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 Education Entitlement and Inclusion 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). The EEI Team will also liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education and ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed.</p>



Other sources of help and information in Gloucestershire :

Gloucestershire MAPPA (Multi-Agency Public Protection Arrangements) are a set of arrangements to manage the risk posed by the most serious sexual and violent offenders (MAPPA-eligible offenders) under the provisions of sections 325 to 327B of the Criminal Justice Act 2003. They should be contacted without delay if there is any concern is reported about a serious sexual or violent offender. (Contact Bernie Kinsella – Chair of MAPPA – detective chief superintendent – Gloucestershire Constabulary – Tel: 101)



APPENDIX 1.

Definitions and indicators of Abuse

There are four types of child abuse. They are defined in the UK Government guidance *Working Together to Safeguard Children 2010* (1.33 – 1.36) as follows:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

Bullying is not defined as a form of abuse in *Working Together* but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. For this reason it has been included in this factsheet.

Physical abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children 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 the 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, though it may occur alone.

Sexual Abuse

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.



Neglect

Neglect is 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.

Other categories of abuse that are recognised in our school include:

Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

Domestic abuse

Domestic Abuse Referral Process

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.

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.

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.

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

E safety

E-safety is more than IT alone, it includes all electronic equipment used in the setting, including personal electronic equipment. The setting has a responsibility:



To integrate into any development plans a curriculum that promotes pupils' self esteem and teaches them how to protect themselves and to respect difference and diversity.

To organise the educational environment and accommodation to reduce unsupervised areas where pupils may be exposed to abuse and to ensure that there are sufficient quiet areas where pupils may talk privately with adults.

To provide support for pupils and staff involved in Safeguarding (Child Protection) investigations.

To address problems of bullying, racist, sexist, disablist and homophobic or any other abusive or inappropriate behaviour as soon as they are notified and to incorporate policy in this area into Safeguarding (Child Protection) and behaviour policies.

To ensure that Special Care must be taken to ensure that policies and those who implement them apply the same thresholds to children with a disability and ensure that concerns are followed up. Children with Disabilities are statistically more likely to be abused yet under-represented in Child Protection figures.

Honour Based Violence (HBV) , Forced Marriage (FM), Female Genital Mutilation (FGM).

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, 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/>

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 woman's sex drive.

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

If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure where abuse is suspected/alleged'.

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.



Signs of abuse

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

Indicators of Physical Abuse

Where any member of staff discovers a child who seems to require immediate treatment, they should inform the designated officer (name at the front of this policy) who must ensure that the child is sent to the local Accident and Emergency Unit without delay if appropriate. If child abuse is suspected, the Designated Officer will convey the suspicion to the Accident and Emergency staff and will follow the referral procedures to ensure social care are made aware.

Where any member of staff discovers a child who has unexplained or inconsistent injuries or who shows signs of neglect, but in their opinion does not require immediate treatment, should inform the Designated Officer (name at the front of this policy) who will contact the Social Services Duty Officer without delay.

Particular attention should be paid if:

Bruises are:

- Frequent
- Patterned (e.g. finger and thumb marks)
- Old and new (note colour)
- In unusual position (see chart on page 3)

Burns and Scalds have:

- Clear outline
- No/few splash marks
- Unusual position
- Indicative shapes (e.g. cigarette, electric fire)

Injuries maybe suspicious if:

- Bite marks
- Large and deep scratches
- Incisions

Fractures if:

- Numerous
 - Unreported
 - Healed at different times
-



Other indicators of Abuse:

- Delay in seeking medical attention
- No explanations or inadequate exploration of injuries
- Child/parent/witness reports abuse
- Changing explanation of injuries
- Recurrent injuries - particularly if forming a pattern (e.g. always on Mondays)
- Inadequate parental concern
- Multiple injuries that occurred at different dates
- Child's behaviour may be lethargic, withdrawn, wary of adults
- Child may be failing to thrive for no apparent reason.

Parents should not be informed of signs of serious physical abuse if it is thought that they might be the perpetrator of such abuse without advice from Social Care.

Indicators of Child Sexual Abuse (CSA)

In the event of sexual abuse being suspected, parents will not be informed before advice has been sought from Social Care.

The list of possible indicators of CSA below needs to be treated with care and respect. There is a danger of approaching CSA allegations with tunnel vision and presuming that because one or more 'symptoms' are displayed, the child is therefore 'diagnosed' as having been sexually assaulted. Alternative explanations for any of these indicators need to be explored before the assumption is made that the child is or has been sexually assaulted.

The indicators can be grouped in terms of those, which suggest:

- A high likelihood of abuse, either currently or in the past and which therefore warrant immediate investigation;
- Those which give rise to concern and indicate the need for investigation in order to find a satisfactory explanation;
- Those that indicate a child is troubled. These indicators may be displayed as a result of many difficulties, one of which is sexual abuse.

It is therefore important that these indicators be weighed in terms of significance and in the context of the child's life, before any assumption is made that the child is or has been sexually assaulted. Some indicators take on greater or lesser weight depending on the child's age. However, a child's verbal allegations must always be treated with the greatest respect. Children are entitled to be listened to and to have their allegations treated seriously. Although there can be occasions when the children invent allegations, as a result of adult pressures or for a variety of other reasons, research suggests that such fabricated allegations are rare and that children are more likely to claim they are not being assaulted when in fact they are.



Indicators suggesting that there is a high likelihood of abuse:

- Child's own verbal allegation that an assault has occurred;
- Physical symptoms for which the only explanation is sexual activity, including genital tearing, sexually transmitted diseases and pregnancy in younger children e.g. under 14;
- Sexual abuse of younger children;
- Suicide attempts (younger children);
- Compulsive masturbation in an inappropriate setting (younger children);
- Vivid details of sexual activity in talk/play/drawings, showing awareness of penetration, ejaculation, oral or anal sex (younger children).

Indicators suggesting cause for concern and a need to investigate:

- Suicide attempts (in older children);
- Drug and alcohol abuse;
- Persistent running away;
- Sexualised stories/poems;
- Self mutilation;
- Chronic urinary/vaginal infections or soreness.

Indicators suggesting that a child is troubled:

- Eating disorders
- School/peer/authority problems
- Hysterical/obsessional symptoms (older children)
- Chronic bed-wetting
- Abdominal pains (younger children)
- Developmental regression.

Indicators of Emotional Abuse

The most common form of abuse but the most difficult to define and prove. Emotional abuse is likely to adversely affect the emotional and behavioural development of a child.

Indicators suggesting emotional abuse:

- Behaviour of child causing concern
- Failure to thrive
- Relationships with peers/teachers/parents
- Emotional instability
- Constant use of bad language

Indicators of Neglect

Neglect covers the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the



significant impairment of the child's health or development.

Indicators suggesting neglect:

- Underdeveloped in relation to peers
 - Cleanliness and state of clothes
 - Inappropriate food or amount of food provided
 - Reports of neglect from witness
 - Lack of personal hygiene.
- 8.0 Procedures for dealing with cases of abuse

All staff at Berkeley Primary School will be alert to indicators of abuse.

Where staff see signs which cause them concern they should seek information from the child with tact and sympathy. It is important that staff are aware that the way in which they talk to a child can have an effect on the evidence which is put forward and therefore, should not ask the child leading questions. For example, staff should say 'tell me what has happened' rather than 'did they do xx to you?' The chief task is to listen to the child and make notes of the discussion to pass to the designated officer. The note will record the time, date, place and people who were present as well as what was said.

All staff have a professional responsibility to share relevant information with the designated officer. If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that s/he has a responsibility to tell the designated officer but that the matter will be disclosed only to people who need to know. Following discussion appropriate action will be taken e.g. making a referral to Social Care.

In all cases where concern is being expressed by staff, parents will be contacted and kept informed. However, in the event of suspected sexual or physical abuse the parents will not be informed prior to discussing the case with Social Care.

The school will maintain all child protection records in the Headteacher's office. The records will be kept securely locked.

The records will include dates, events and the action taken in cases of suspected child abuse or when the child is provided with a Child Protection Plan, including minutes from Core Group meetings which the school will attend..

If, and when, a child is provided with a Child Protection Plan, the appropriate staff will be informed of the relevant details to ensure they are alert to the situation.



APPENDIX 2

Further Information About Specific Current Safeguarding Issues

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. We should never attempt to intervene directly as a school or through a third party. **Schools should involve the police straight away.**

Female Genital Mutilation (FGM) – signs of

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM is sometimes known as ‘female genital cutting’ or ‘female circumcision.’ Communities tend to use local names referring to this practice, including ‘sunna’

As of October 2015 Mandatory reporting is in place for FGM. There is a statutory duty placed on teachers, along with social workers and healthcare professionals to PERSONALLY report to the **police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have taken been carried out on a girl under 18 years old.** Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting applies. **In addition report to the DSL.**

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia Type

4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:



- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

- FGM is internationally recognised as a violation of human rights of girls and women.
It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

A sign that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
 - Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
 - Bladder or menstrual problems
 - Finding it difficult to sit still and looking uncomfortable
 - Complaining about pain between the legs
 - Mentioning something somebody did to them that they are not allowed to talk about
 - Secretive behaviour, including isolating themselves from the group
 - Reluctance to take part in physical activity
-



- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Trafficking

Child trafficking is a form of child abuse where children are recruited and moved to be exploited, forced to work or sold. They are often subject to multiple forms of exploitation including: child sexual exploitation, benefit fraud, forced marriage, domestic servitude including cleaning, childcare and cooking, forced labour in agriculture or factories, criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs , bag theft.

Traffickers trick, force or persuade children to leave their homes and then move them to another location. Trafficked children are often controlled with violence and threats and may be kept captive, resulting in long lasting and devastating effects on their mental and physical health. It is not easy to identify trafficked children, but you may notice unusual behaviour or events that just don't add up. Both boys and girls are victims of trafficking. Trafficked children may be from the UK or have been moved from another country. Poverty, war or discrimination can put children more at risk of trafficking. Traffickers may promise children education or respectable work, or persuade parents that their child can have a better future in another place. It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated. They may be scared, or they may not realise that they are a victim or are being abused. While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect.

Many children are trafficked in to the UK from abroad, but children can also be trafficked from one part of the UK to another. Even a child being moved from one side of the street to a different address for a short period of time with the intent of exploitation would be identifiable as a trafficking crime. Any suspicion of trafficking must be reported to the LADO and the Police without delay.

Further information on Radicalisation (in line with the PREVENT DUTY)

From 1st July 2015 specified authorities, including **all** schools are subject to the duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have **“due regard to the need to prevent people from being drawn into terrorism.”** This duty is known as the Prevent duty.



Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of Prevent, part of CONTEST, the Government's strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The aim of Prevent is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the Prevent strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement. Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Indicators of vulnerability to radicalisation:

1. **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
 2. **Extremism** is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
 3. **Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:**
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
 4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff is able to recognise those vulnerabilities.
-



6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration?
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. **More critical risk factors could include:**

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and or personal crisis.

Staff should be alert to any warning signs of radicalisation and hold an attitude of 'it could happen here.'



APPENDIX 3

Child Protection Processes

Consultation with supervisor

Professional discusses concerns with supervisor or Designated Child Protection Officer 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)

Childrens Helpdesk

Professional seeks advice or makes a referral through the Childrens Helpdesk: - **01452 426565**

Seeking advice from Children's Social Care

Professional can 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 will be discussed.

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.

Making a referral to Children's Social Care

Basic information is given to the Children's Helpdesk. You will be asked to complete a Multi Agency Referral 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.

Procedure where abuse is suspected/disclosed:

Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, should immediately inform the designated person within the educational setting.

If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. No promise of confidentiality should be made.

The designated person should briefly and accurately record the concern and the child's comments in writing and then follow the process below (from GSCB Procedures

http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm

Professional has concerns

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

Consultation with supervisor

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



the nature of their concerns

Completion of written record

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

Contact social workers for advice

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

Children's Help Desk Tel: 01452 426 565

and ask to speak to a social work practitioner

Contact the children's helpdesk

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

Children's Help Desk Tel: 01452 426 565

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

Resolving professional Difference (escalation policy)

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

Safeguarding Children Service on 01452 58 3629

For out of hours social work advice please contact the

Emergency Duty Team on 01452 614 194

This policy will be reviewed in the Autumn Term 2012.



APPENDIX 4

Glossary

CIN	Children in Need
CP	Child Protection
CRB	Criminal Records Bureau
CWD	Children with Disabilities
CYPD	Children & Young People's Directorate (the combined children's services from the former Social Services and Education)
DARP	Domestic Abuse Referral Process
DCPO	Designated Child Protection Officer
DOE	Department of Education
ESCALATION	Resolution of Professional Differences (Escalation) Policy
GASB	Gloucestershire Adult Safeguarding Board
GPPB	Gloucester Public Protection Bureau
GSCB	Gloucestershire Safeguarding Children Board
ISA	Independent Safeguarding Authority
LA	Local Authority
LADO	Local Authorities Designated Officer
LT	Locality Team (Hub)
MAPPA	Multi Agency Public Protection Arrangements
MARAC	Multi Agency Risk Assessment Conference
R&AT	Referral and Assessment Teams
SCR	Single Central Record
SCS	Safeguarding Children Service (Previously known as the Child Protection Unit)

Changes in Terms Previously:
Child Protection Register
Child Protection Unit
Area Child Protection Committee
Department for Children, Schools and Families

Now known as:
Child with a Child protection Plan
Safeguarding Children Service
Gloucestershire Safeguarding Children Board
Department of Education



APPENDIX 5

Useful Links

You will notice some words in this document that are underlined in blue. These are straight links to related websites for those who are using this as an online document.

For those using this as a hardcopy document, you may access the websites using these short links below. If you have any queries or require

help in this process please e-mail us at mail@gscb.org.uk. Working Together to Safeguard Children 2010

Safeguarding Children in Schools 2004

Data Protection Act 1998

The Children's Act 1989

The Children's Act 2004

Department for Education for Safer Recruitment Training

Teachernet

Guide to Safer Working Practice

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publication&ProductId=DCSF-00305-2010>

www.opsi.gov.uk/acts.htm

<http://www.education.gov.uk/childrenandyoungpeople/healthandwellbeing/safeguardingchildren/b00203550/safer-recruitment-training/online>

www.teachernet.gov.uk

<http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardingchildren/safeguardingadvisernetwork/sanetwork/>

You will also find some related links on the **Gloucestershire County Council website**:

www.gloucestershire.gov.uk – just search for the following as an exact phrase in the search box.

Domestic Abuse

Anti-Bullying

Guidance on the use of physical interventions

Guidelines on Racial Harassment in Schools/settings

Information for School Governors

Change for Children Programme

Domestic Abuse Pack

www.gloucestershire.gov.uk/healthyschools

www.gloucestershire.gov.uk/healthyschools

<http://www.gloucestershire.gov.uk/schoolsnet/index.cfm?articleid=9830>

<http://www.gloucestershire.gov.uk/index.cfm?articleid=517>

www.gloucestershire.gov.uk/governors

www.gloucestershire.gov.uk/changeforchildren

Within the GSCB Child Protection Procedures, you will also find some specific procedures as follows (http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm). These and the full list can be found under the section for Specific Procedures. You can then scroll down to the appropriate circumstance. Serious Case Review Procedures

Guidance for staff in dealing with young people involved in underage sexual activity

Violent Clients: The sharing of information between agencies when there is risk of violence from Service Users



Doc. Ref: **BerkeleyPrimary-5-003**
Page No.: **45 of 60**
Doc. Date: **Spring Term 2015**

Commercial
Uncontrolled if Printed

You will also find some useful links on the **GSCB website**: www.gscb.org.uk Handbook for educational settings
Child Protection Procedures

Multi-agency child protection training

www.gscb.org.uk/handbook

http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm

<http://www.gscb.org.uk/index.cfm?articleid=92067>



APPENDIX 6

Designated Safeguarding Personnel/Governors

Designated Safeguarding Lead	Ultimately The Headteacher Or in her absence the Deputy Head teacher	
Other trained DSLs	Out of school Club DCPO	Julie Perrin
	Little Jesters	Kerry Williams
Designated Governors for Safeguarding	Peter Cornelius	
Trained Safer recruitment staff and Governors	Headteacher	Alex Robbins
	Deputy Headteacher	Maria Vizard
	Inclusion manager	Bev Williams
	Class teacher	Emily Franklin
	Chair of Governors	Peter Cornelius
	Governor	Helen Cerullo



APPENDIX 7

**Berkeley Primary School
Staff Record of Use of Force Involving a Pupil**

Name of member of staff:

Name(s) of pupil(s):

When and where the incident took place

Why the use of force was deemed necessary?

Details of the incident, including all steps taken to diffuse the situation and resolve it without force, and the nature of the force used

The pupil's response

The outcome of the incident

Description of any injuries and/or details of damage to property



Doc. Ref: **BerkeleyPrimary-5-003**
Page No.: **48 of 60**
Doc. Date: **Spring Term 2015**

Commercial
Uncontrolled if Printed

APPENDIX 8 – Child Protection Leaflet – Given to all supply teachers/visitors who are new to the school.
Copies of our safeguarding procedures are given to ALL visitors via our electronic signing in system.



*Commercial
 Uncontrolled if Printed*

- Such changes may not necessarily indicate that a child is suffering abuse or neglect. In some cases those changes may be the symptoms of a hidden disability or undiagnosed medical condition, and the need to distinguish those cases reinforces the need for a careful and thorough assessment of the child and his/her needs when concerns are passed on.
- It is important you do not feel afraid about passing on their concerns. The information may be a small piece in a bigger jigsaw and help to get a better understanding of a child's predicament. Any concerns, however seemingly trivial, should be passed on to the designated Child Protection Lead.
- Once again, you should put your concerns in writing as well as talking to the designated Child Protection Lead.

Guidance for recording information
 You should record your concerns as soon as possible and any note should include the following:

- The nature of your concern;
- What is the evidence that led to the concern;
- What the child said (if a discussion has taken place);
- What you did or said in response (if a discussion has taken place).

It may be that you have a concern which feels very vague and you would simply like to discuss your concerns with the designated Child Protection Lead, or in her absence the Deputy Child Protection Lead.

Dealing with issues of child abuse can be distressing for the adult to whom the abuse is disclosed or who has concerns.

It is very important to remember that children's details and names must remain confidential and any discussion that you feel you need to undertake does not allow the child to be identified to anyone else other than the designated Child Protection Lead.

Helping the child when abuse is disclosed:

- Be prepared to listen.
- Do not show revulsion or distress, however distasteful the events are.
- Stay calm and controlled.
- Do not make false promises, i.e. that you will keep the abuse a secret or that the police will not be involved. Do not promise confidentiality.**
- Let the child know at once that it was not his/her fault and keep restating this.
- Be aware of you own feelings about abuse and find someone you can share those feelings with once the procedures have been completed.
- Reassure the child that they were right to tell, even though the abuse may have happened a long time ago.
- As soon as possible, write a first hand account of what was said and done.
- Make them aware that their disclosure will be reported only to those who need to know and can help.
- Do not question the child.**

It is also important to remember that it is not your responsibility to investigate suspected cases or abuse, only to report them to the designated Child Protection Lead.

If you have concerns about a child's welfare

- It may be that you might have concerns about a child's well-being, but they have not actually said anything to you. If such a situation arises, you should speak to the designated Child Protection Lead.
- Abuse or neglect can have a damaging effect on a child's health, educational attainment and emotional well-being. If you have worked with a group of children over many weeks, you may see changes in behaviour. Such changes may not necessarily indicate that a child is suffering abuse or neglect.

CHILD PROTECTION PROCEDURES

As a visitor to our school, either as a helper, supply teacher or someone who has come to work with our children in any other capacity, it is important that you are aware of our Child Protection procedures.

As required, we have a designated Child Protection Lead who is Mrs Marklove. In her absence, you need to address any concerns to Miss Robbins, who is the Deputy Child Protection Lead.

There are four categories of abuse

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

It may be that you are approached by a child who wants to talk to you about something that has or is happening to them. They will tend to choose someone they trust or know well and this will not always be their class teacher. It may be someone that reads with them regularly and with whom they have formed a good relationship.

There may however be occasions when you have cause for concern either about marks or bruises on a child, about something they say or the condition they are in at school. E.g. dirty, smelly or hungry.

Disclosure of abuse by a child
 If you are approached by a child wanting to talk, you should listen positively and reassure the child. If you can, try and ensure a degree of privacy, but this may not always be possible.

Whilst this can be an alarming situation to find yourself in, it is important not to let the moment pass – for every child that does finally disclose information, evidence shows that they have usually tried up to 12 times before.



APPENDIX 9

Peer on Peer Abuse Policy and Procedure

Introduction

Keeping Children Safe in Education, 2016 states that '*Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with*' (page 19). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, '*Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the **best** interests of the child at their heart.*'

While it is recommended that Peer on Peer abuse is part of the Child Protection Policy, due to the sensitive nature and specific issues involved with peer on peer abuse we have completed this separate policy guidance template. (You may choose to add this directly to your Child Protection Policy)

At Berkeley Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

At Berkeley Primary School we have the following policies in place that should be read in conjunction with this policy:

Anti-Bullying Policy

Child Protection Policy



Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together, 2015, highlighting that every assessment of a child, '*must be informed by the views of the child*' and within that '*It is important to understand the resilience of the individual child when planning appropriate services.* (Working Together, 2015:23) This is clearly echoed by Keeping Children Safe in Education, 2016 through ensuring procedures are in place in schools and settings to hear the voice of the child.

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.



Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive,



convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and



special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual)

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)



Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young



person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another. Points to consider:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?



Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young



person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies for Schools and Settings

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.



To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.



References

Whatis.com <http://whatis.techtarget.com/definition/cyberbullying> New

Choices Inc <http://newchoicesinc.org/educated/abuse/TDV/def>

This is abuse campaign

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2015-03-08_This_is_Abuse_campaign_summary_report_2_.pdf

Stop bullying.gov

<http://www.stopbullying.gov/what-is-bullying/definition/index.html#types>

Holding Together: equalities, difference and cohesion, a resource for school improvement planning, published for Derbyshire Education Authority by Trentham Books, summer 2009.

EACH resources for LGBT CEOP

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>
