



The Crypt School Safeguarding Policy

Lead Person: Deputy Head – Pastoral
Governing Body Committee: Pupil Welfare

The Crypt School fully recognises its responsibilities for Safeguarding and Child Protection.

SUMMARY

This policy has been developed in accordance with the principles established by the Children Act 1989, and in line with the following:

- Keeping Children Safe in Education: information for all school and college staff- September 2020
- ‘Working Together to Safeguard Children 2018’
- ‘Framework for the Assessment of Children in Need and their Families’ 2000
- ‘What to do if you are worried your child is being abused’ 2015
- Covid- 19: Safeguarding in Schools, Colleges and other providers 2020
- Gloucestershire Safeguarding Children Board guidelines
- Behaviour and discipline in Schools- DFE 2014
- Sexual Violence and Sexual Harassment in Schools- DFE May 2018

The Academy will fulfil its responsibility under section 11 of the Children Act 2004 and duties under the “Working Together” guidance to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

Our policy applies to all staff, governors and volunteers working in the school ***in partnership with pupils and parents***. There are **six** main elements to our policy:

- We practise safe recruitment by checking the suitability of staff and volunteers to work with children. There will be at least one safer recruitment trained member of staff of staff on each interview panel;
- We train our staff, governors and volunteers in safeguarding issues and practice, and ensure that this training is regularly updated.

- We educate our pupils about child protection issues and equip children with the skills needed to keep them safe – including e-safety and safe internet use. We provide additional support as needed to SEND students in this regard;
- We implement clear procedures for identifying and reporting cases, or suspected cases, of abuse. Allegations management procedures will be adhered to (see Statement of procedures for dealing with allegations of abuse against teachers, other staff and volunteers). Where a member of staff has behaved towards a child in a way that indicates they may pose a risk of harm to children this must be referred to the Headmaster. If this involves the Headmaster directly, this must be referred to the Chair of Governors;
- We maintain a safe environment in which children can learn and develop. This includes any alternative provision site used;
- We are committed as an academy to inter-agency working and supporting early help for children with additional needs.

Key Personnel

Designated Safeguarding Lead- Richard Salt (rsalt@crypt.gloucs.sch.uk)

Deputy Designated Safeguarding Leads- Phil Stanlake (pstanlak@crypt.gloucs.sch.uk) and Steph Williams (swilliams@crypt.gloucs.sch.uk)

Safeguarding Governor- Birgit Whitman (via ndonlon@crypt.gloucs.sch.uk)

Chair of Governors- Richard James (via ndonlon@crypt.gloucs.sch.uk or Richard.James@cryptschool.org)

Aims

- The purpose of this policy is to provide all staff, volunteers and governors with the framework they need to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children while they are in our care
- This policy aims to ensure consistent good practice across the school
- This policy aims to demonstrate our school's commitment with regard to safeguarding children

The role of our staff

Staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

Staff have a responsibility to provide a safe environment in which children can learn.

- Our school has a Designated Safeguarding Lead (DSL) who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- Any of our staff members who have a concern about a child's welfare should follow the referral processes (see Actions required where there are concerns about a child flow chart, below). Staff should expect to support social workers and other agencies following any referral.
- The Teachers' standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public interest in the teaching professions as part of their professional duties.

What staff need to know

- Staff are made aware of the systems that support safeguarding; these are explained to them as part of their induction, including:
 - o This safeguarding and child protection policy
 - o Staff code of conduct
 - o The role of the DSL (including the identity of the DSL and any deputies)
 - o Keeping Children Safe in Education part 1
 - o Whistleblowing policy
 - o Procedure for dealing with allegations of abuse against staff, other staff or volunteers
 - o The safeguarding response to children who go missing from education
 - o What to do if they have a concern about a child
- All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff are made aware of the early help process and understand their role in this.
- All staff are made aware of the process for making child protection referrals to social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role that they might be expected to play in such assessments.
- All staff know what to do if a child tells them he/she is being abused or neglected.
- Staff understand how to maintain an appropriate level of confidentiality. They understand that this means to involve only those who need to be involved, such as the DSL (or a deputy) and children's social care.
- Staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child

What staff should look out for

Any child may benefit from early help, but our staff are particularly alert to the potential need for early help for a child who:

- o Is disabled and has specific additional needs;

- o Has special education needs (whether or not they have a statutory education, health and care plan);
- o is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- o Is a young carer;
- o Is frequently missing/goes missing from care or home;
- o is at risk of modern slavery, trafficking or exploitation;
- o is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- o has returned home to their family from care;
- o is showing early signs of abuse and/or neglect;
- o is at risk of being radicalised or exploited;
- o is a privately fostered child;
- o is misusing drugs or alcohol.

- All staff members are aware of the indicators of abuse and neglect so they are able to identify children who may be in need of help or protection.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. Staff should be aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- Staff members are advised to maintain an attitude at all times of “it could happen here” where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure they should always speak to the DSL (or deputy DSL).

What staff should do if they have concerns about a child

- If staff have any concerns about a child’s welfare, they should act on them immediately. See flow chart below setting out the process staff should follow.
- Staff should adhere to this safeguarding policy and speak to the DSL (or deputy DSL).
- Options will then include:
 - o Managing any support for the child internally via the school’s pastoral support processes;
 - o An early help assessment;
 - o A referral for statutory services, for example as the child might be in need, is in need, or suffering or likely to suffer harm.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy DSL) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

- Our staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing advice for safeguarding practitioners supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy DSL. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- Early help: If early help is appropriate, the DSL (or deputy DSL) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.
- Statutory Assessments: Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.
- Female Genital Mutilation mandatory reporting duty for teachers: Whilst our staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.
- Record keeping: All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL (or deputy).
- Why is all of this important? It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:
 - o failing to act on and refer the early signs of abuse and neglect;
 - o poor record keeping;
 - o failing to listen to the views of the child;
 - o failing to re-assess concerns when situations do not improve;
 - o not sharing information;
 - o sharing information too slowly; and
 - o a lack of challenge to those who appear not to be taking action.
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

What staff should do if a child is in danger or at risk of harm

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL must be informed as soon as possible that a referral has been made.

What staff should do if they have concerns about another staff member

If a staff member has concerns about another staff member then this must be referred to the headmaster immediately. Where there are concerns about the headteacher this should be referred to the Chair of the school's Governing Body. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

What staff should do if they have concerns about safeguarding practices within the school

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime and that such concerns will be taken seriously by our school's senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised. See the Whistleblowing Policy.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them, as detailed in the Whistleblowing Policy. Staff can also call the NSPCC dedicated helpline on 0800 028 0285 as an alternative route if they feel unable to raise concerns regarding child protection failures internally.

Roles and responsibilities

The Governing Board

- The Governing Board will undertake a regular review of safeguarding and the related policies and procedures that operate in school. The Governing Board has a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements, and must ensure that their school:
- has a DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved Local Safeguarding Children Board (LSCB) training in inter-agency working, in addition to basic child protection training;
- nominate a governor to be the safeguarding and child protection lead for the Governing Board, who will perform safeguarding monitoring visits, liaise with the Headmaster and DSL on safeguarding issues, and keep the Governing Board informed;
- follows child protection policy and procedures that are consistent with LSCB requirements are which reviewed annually and made available to parents on request;
- follows procedures for dealing with allegations of abuse made against members of staff including allegations made against the headmaster;

- follows safer recruitment procedures that include the requirement for appropriate checks in line with national guidance, and has staff on all interview panels who are Safer Recruitment trained;
- has a training strategy that ensures all staff, including the headmaster, receive child protection training, with refresher training at three-yearly intervals. The DSL should receive refresher training at two-yearly intervals;
- holds regular update sessions for staff regarding safeguarding, keeping staff up to date with any changes and ensuring that safeguarding remains a priority within the setting;
- has arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection;
- nominates a Governing Board member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headmaster. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

The headmaster of our school will ensure that:

- These safeguarding and child protection policy and procedures are implemented and followed by all staff in our school;
- sufficient time and resources are allocated to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Procedure for dealing with allegations against teachers, other staff and volunteers;
- child safety and welfare is addressed through the curriculum.

Our school will ensure that the DSL:

- is appropriately trained;
- acts as a source of support and expertise to the school community;
- has an understanding of GSCB procedures;
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure;
- notifies children's social care if a child with a child protection plan is absent for
- more than two days without explanation;
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed;
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance;
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies;

- ensures that all staff sign to indicate that they have read and understood this policy;
- ensures that the safeguarding and child protection policy is updated annually;
- liaises with the nominated governor and headmaster as appropriate;
- keeps a record of staff attendance at child protection training;
- provides an annual safeguarding report to governors which is sent to the Gloucestershire County Council's LADO/Safeguarding team at Shire Hall each academic year;
- makes this policy available to parents via the school website and school office.

Deputy DSLs

Deputy DSLs must be appropriately trained and in the absence of the DSL carry out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All staff:

All staff will follow the Gloucestershire Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse.

All staff will therefore:

- implement and follow part 1 of this policy;
- understand that the responsibility to safeguard children requires that all staff appropriately share any concerns they may have about children;
- support the child's development in ways that will foster security, confidence and resilience;
- provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties;
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure they contribute to assessments of need and support plans for those children where appropriate;
- ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.

Supporting Children

- Staff must recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- Staff must accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Our school will support all children and young people by:
 - o encouraging the development of self-esteem and resilience in every aspect of life;
 - o promoting a caring, safe, happy and positive environment;
 - o liaising and working together with all other support services and those agencies involved in the safeguarding of children;

- o carrying out no name consultations with the Locality Community Support Service (LCSS) where appropriate;
- o carrying out Early Help Assessments (EHA) where appropriate to identify what support can be put in place for the child and family;
- o notifying Social Care as soon as there is a significant concern;
- o notifying Social Care when a child/young person attending any school setting is privately fostered;
- o providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person/DSL at the pupil's new school immediately.

Confidentiality

- All staff recognise that all matters relating to child protection are confidential. The DSL will disclose personal information about a child or young person to other members of staff on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- Staff will always undertake to share an intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, staff will consult with the Schools Safeguarding Team or Social Care on this point.
- Staff will take no-names consultations with our LCSS, Local Assessment Teams, and Multi-Agency Safeguarding Hub (MASH) teams to discuss any concerns, but understand that if asked by any of these teams for a name the name will be disclosed and it will become a referral.

Supporting Staff

- Staff who have encountered a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. Our school will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- Our school recognises that our DSLs should have access to support and appropriate workshops, courses or meetings as organised by the local authority or other certified training provider.

Allegations against staff

- 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.
- A child or young person may make an allegation against a member of staff, including supply staff and volunteers. If such an allegation is made, the member of staff receiving the allegation

will immediately inform the Headmaster and follow our Procedure for Allegations against teachers, other staff and volunteers.

Anti-Bullying

The policy on the prevention and management of bullying is set out in our Anti-Bullying and Hate Policy. The policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. The school will take seriously any bullying concerns and both investigate and take action to protect pupils where appropriate following our Anti-Bullying and Hate Policy.

Health & Safety

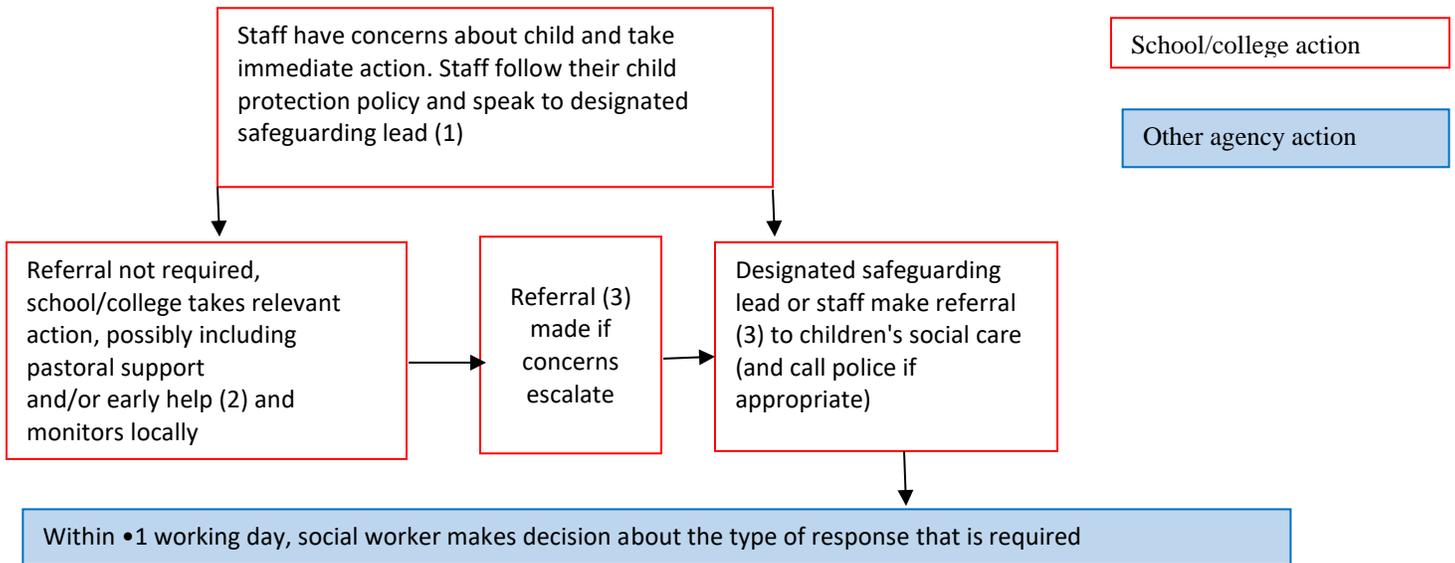
The Health & Safety Policy reflects the consideration our school gives to the physical wellbeing of pupils.

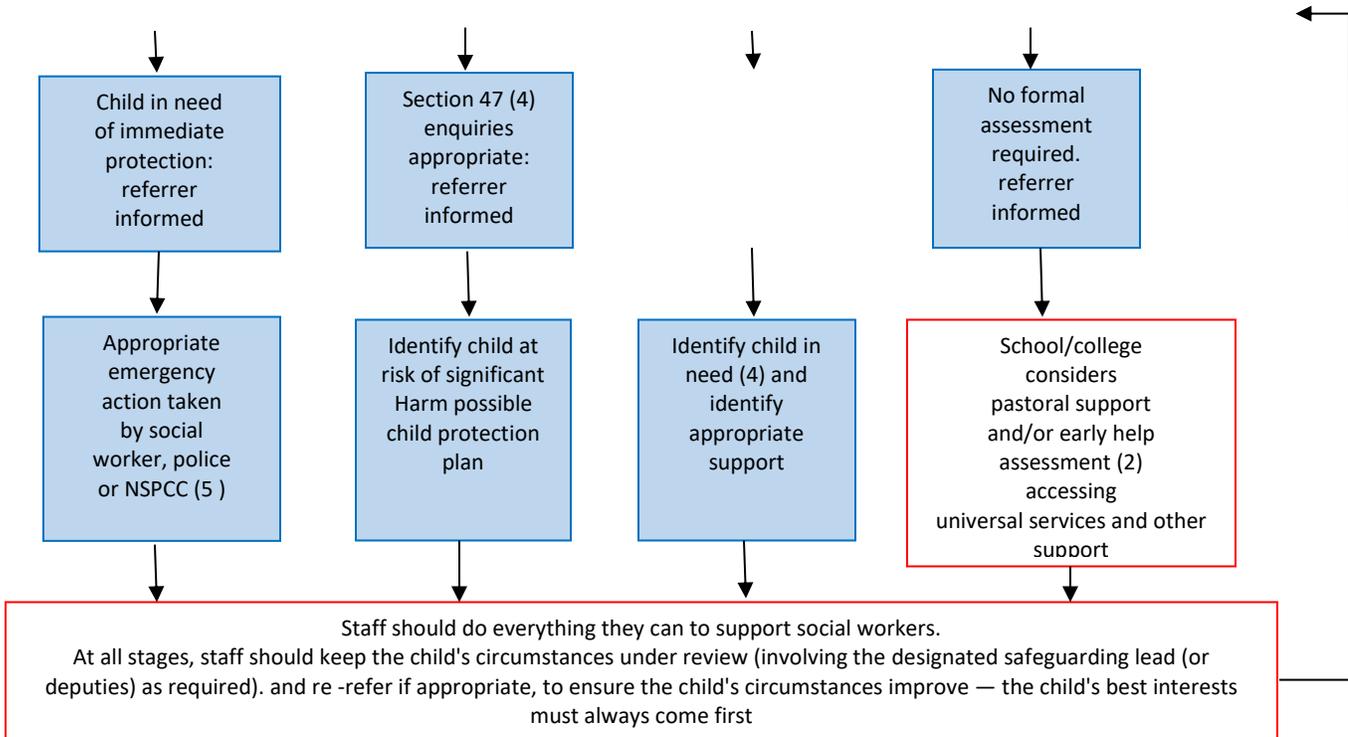
Children with Special Educational Needs

Our school recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

ACTIONS REQUIRED WHERE THERE ARE CONCERNS ABOUT A CHILD





- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#)
- (5) This could include applying for an Emergency Protection Order (EPO).

**PART FOUR:
RESPONSE TO REPORTS**
Summary of responses

Definitions
Sexual Violence
Rape
Assault by penetration
Sexual assault
Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Record-keeping
Remember, to record all concerns, discussions, decisions and reasons for decisions.

REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]

Victim reassured

- taken seriously and kept safe
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 43)
- parents of victim informed

Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks
- other related issues and wider context

MANAGE INTERNALLY
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP
Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool)

REFER TO SOCIAL CARE
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.
Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE
All incidents of rape, assault by penetration or sexual assault.
Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT
Case-by-case basis

RISK ASSESSMENT
Immediately

Do not wait for outcome of referral before protecting victim.
Emphasis on victim being able to continue normal routines.
Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)
[Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)

DISCIPLINARY MEASURES TAKEN
(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS

- ▶ **Conviction or Caution:** follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- ▶ **Not Guilty:** Support victim and alleged perpetrator
- ▶ **No Further Action:** Support victim and alleged perpetrator

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Source: Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

SVSH Flow Chart for Schools 2017 v.1.0

Frontline: Safeguarding Handbook for Schools September 2016 v.2.1.docx

SUPPORTING INFORMATION AND ACTION

Abuse

We recognise that because of the day to day contact with children, school staff can be well placed to observe the outward signs of abuse.

As part of safeguarding training, staff can recognise the four main forms of child abuse:

- Neglect
- Sexual Abuse
- Physical Abuse
- Emotional Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. The School is clear that abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). The School strongly promotes e-safety and will take action where it becomes clear a young person has become vulnerable in this area, eg: through sexting. They may be abused by an adult or adults, or peer on peer abuse.

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

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 or dress 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.

Physical Abuse

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting; by those known to them, or more rarely by a stranger. 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/carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

Emotional Abuse

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. All Pupils will have at least twice daily contact with a tutor who will act as their advocate and who will monitor their well-being;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the Personal Education curriculum for children to develop the skills they need to recognise and stay safe from abuse;
- Put plans in place for individual children who require protection. These plans have clear actions and outcomes and are shared with relevant staff where needed.

We will follow the procedures set out in the Gloucestershire Safeguarding Children Board Handbook and take account of any guidance issued by the Government and other relevant agencies:

- The Headmaster has appointed a designated teacher for child protection who has received appropriate training and support for this role and is part of the Senior Leadership team. This role includes responsibility for Looked after Children. In addition, at least two other members of staff have received Child Protection Training. This role is carried out by the Deputy Head (Pastoral) assisted by the Senior Deputy Headmaster and the Pastoral Support Worker as Deputy Designated Safeguarding Leads;
- Ensure we have a nominated governor responsible for child protection who has received appropriate training. Governors/Trustees recognise that children with SEN or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect;
- Ensure every member of staff, volunteer and governor knows the name of the designated teacher responsible for child protection and their role. They will have received safeguarding training as part of their induction. All staff have read KCSIE 2020 section 1 and signed to say they have done so as well as completing a quiz based on the text to test their understanding;
- 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 teacher responsible for child protection. Staff should not assume that somebody else will take action and must always share any information that could be used to keep children safe with the designated safeguarding team;
- Ensure that parents are aware of the responsibility placed on the school/setting by sharing its child protection obligations;
- Monitor and report if there is an unexplained absence of more than two days of a pupil who is known to be “at risk”;
- 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. We work closely with the GSCB Local Authority Child Protection Officer (LADO) Nigel Hatten (01452 426994);
- Keep written records of concerns about pupils and ensure all records are kept securely; separate from the main pupil file, and in locked locations;
- Ensure exams are invigilated in accordance with the child protection policy. We do not take private adult candidates for examinations;
- Where the School organises a home stay or exchange it carefully considers what intelligence/information will best inform the suitability of an adult and family where the child will stay;
- Develop and then follow procedures, where an allegation is made against a member of staff or volunteer. This includes supply or agency workers, constructors or governors;
- Ensure safe recruitment practices are always followed.

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 in some cases a 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. ***We are committed to working with parents openly, positively and honestly.*** The school will endeavour to support the pupil through:

- The content of the curriculum – including guidance as to safe use of the internet and social media sites;
- Access to a School Counsellor and School Nurse;
- An ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. Our stance on the prevention and management of bullying and poor behaviour is set out in separate policies and acknowledges that to allow or condone poor behaviour or bullying may lead to consideration under child protection procedures;
- Listening to pupil and letting them know that some behaviour is unacceptable and 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 Services, CYPs, Education Welfare Service and Educational Psychology Service;
- Ensuring that, where a pupil with a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's Social Worker is informed.

We also recognise and act in response to the following issues.

Online safety

Pupils increasingly work online, and we recognise that it is crucial to safeguard pupils from potentially harmful and inappropriate online material. As such appropriate filters and monitoring systems are in place, and appropriate teaching around online safety is also delivered. Where children are being asked to learn online at home, Government advice has been provided to support schools and colleges to do so safely. Appropriate teaching around online safety should also be delivered. Reference should also be made to the school's COVID-19 Safeguarding Annex, which can be found on the website.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with in line with this policy and, where appropriate, referrals should still be made to children's social care and as required, the police. Our school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by our school to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Private Fostering

A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. If we think a child in the educational setting is being privately fostered, the Designated person will make a referral to the Children and Families Helpdesk – 01452 426565. Social care will undertake an assessment of the private fostering arrangement which will include safeguard checks on the carers and contacting the child's parents. A worker will be allocated until the child is 16 and the arrangement will be monitored and reviewed and the young person visited on a regular basis. The GSCB runs workshops on private fostering explaining the legislation and the roles and responsibilities of parents, carers, and the agencies involved.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009)

Key Facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8;
- It affects both girls and boys and can happen in all communities;
- Any person can be targeted but there are some particularly vulnerable groups, including looked after Children, Children Leaving Care and Children with Disabilities;
- Victims of CSE may also be trafficked (locally, nationally and internationally);
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers. Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Good practice

Individuals

- Recognise the symptoms and distinguish them from other forms of abuse;
- Treat the child/young person as a victim of abuse;
- Understand the perspective/behaviour of the child/young person and be patient with them;
- Help the child/young person to recognise that they are being exploited;
- Collate as much information as possible;
- Share information with other agencies and seek advice/refer to Social Care.

Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE;
- Promote and engage in effective multi-agency working to prevent abuse;
- Work to help victims move out of exploitation;

- Cooperate to enable successful investigations and prosecutions of perpetrators.

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹² should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and,
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic Abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that the police will inform the key adult (designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up-to-date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and antisocial behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets.

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all

agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

Female Genital Mutilation FGM

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures. FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Other than in the excepted circumstances, it is an offence for any person (regardless of their nationality or residence status) to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident (section 3 of the Act).

Forced Marriage (FM)

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014. A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent. FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place);
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately, trained professionals should attempt to make a diagnosis of a mental health problem so any concerns should

be referred to appropriate agencies via the designated safeguarding lead. Staff however, are well placed to observe and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one and immediate action should be taken, following the school's safeguarding policy.

Prevent: The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on specified schools to have “due regard to the need to prevent people from being drawn into terrorism”. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.

Schools/settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas :

- Assessing the risk of children being drawn into terrorism;
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies;
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board;
- Make sure that staff have training that gives them the knowledge and confidence;
- To identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.

Gender Identity and Sexuality

Each of us has a gender and gender identity. Our gender identity is our deepest feelings about our gender. We express our gender identity in the way that we act masculine, feminine, neither or both. Some of us are transgender which means that our biological sex and our gender identity do not match up. All members of the school community need to respect each other's gender identity and sexuality and breaches of this must be reported to the DSL.

Allegations of abuse made against other children (peer on peer abuse)

All staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and

protection issue for both children. Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and GOVERNING BOARDTQ+ children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts;
- Dismissing or tolerating such behaviours risks normalising them.

What is Sexual Violence and Sexual Harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/19 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

- When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph in part one of this policy. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos;
- sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats

EXTERNAL AGENCIES & SOURCES OF INFORMATION/SUPPORT:

Multi Agency Public Protection Arrangements (MAPPA)

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

Multi Agency Risk Assessment Conference (MARAC)

MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in 4 localities;

- Cheltenham and Tewkesbury,
- Gloucester,
- Forest,
- Stroud and Cotswolds.

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm.' Please see www.caada.org.uk for more information about the process and to view the Education toolkit for MARAC. At time of publication, Education Representatives do not attend any of the four MARACs. Instead if the MARAC decides to disclose to the school in question, action will be for the Health Representative to disclose and inform the School Nurse with the relevant information agreed at MARAC. The School Nurse may then disclose to the School, by way of the Designated Child Protection

Officer or offer the support directly to the child. However, Gloucestershire Police are working with the GSCB to improve this procedure and ensure that educational settings are represented themselves at MARACs. Under the current MARAC process, should a DSL within a school want to know whether a child has been known to a MARAC meeting, it is the responsibility of the DSL to make those enquiries with the Central Referral Unit at Gloucestershire Public Protection Unit.

ADDITIONAL SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website. In addition to the issues noted above, these include:

- drugs;
- fabricated or induced illness;
- faith abuse;
- gangs and youth violence;
- gender-based violence/violence against women and girls (VAWG);
- sexting;
- teenage relationship abuse;
- trafficking.

Links to other policies:

- Statement of Procedure for Dealing with Allegations of Abuse Against Staff
- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Pupil Restraint Policy
- Recruitment, Selection and Disclosure Policy and Procedure
- Whistle-Blowing Policy

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