



CHURCH OF ENGLAND  
PRIMARY SCHOOL

---

AT MISERDEN

*Welcoming and Serving*  
*Through*  
*Discovery, Enjoyment and Nurture*

## Child protection and safeguarding policy

Headteacher  
Chair of Governors

Mrs Lucie Mitchell  
Mr Paul Cotsworth

Signed:  
Date:

(Headteacher)

Signed  
Date:

(Chair of Governors)

**To be reviewed with Governors and staff annually**

Governor Leads:

**Rev. Val Thorne**

Designated School Safety Lead:

**Mrs Lucie Mitchell  
Miserden Primary School  
01285 281463**

Deputy Designated Safety Lead:

**Mr Matt Stinchcombe  
Miserden Primary School  
01285 281463**

Designated Alternative Designated School Safety Lead  
(in the event that Both DSL and DDSL are absent):

**Mr Jonathan Preston  
- Bisley Blue Coat School 01452  
770251/ Oakridge Parochial  
School 01285 760269**

Designated Teacher for Looked After Children (LAC) **Mrs Lucie Mitchell**

To be read in conjunction with the behaviour policy, KCSIE, SEND policy, safer recruitment policy, staff code of conduct and DSL job description

The school welcomes and serves all in its community. We work to mirror the body of Christ believing that everyone brings gifts and talents that enrich our life together. We treat one

another with generosity, compassion, respect, forgiveness and friendship inspired by the parable of the Good Samaritan. We strive to ensure the children of our school receive the very best education possible believing that an excellent standard of Education is an expression of God's love for us.

**Miserden CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.**

A Safeguarding Procedures Poster will be on display in prominent places around the school. A copy of this policy will be available in the school office for people to view. All Staff (including Supply Teachers), Governors and Volunteers will be given a copy of this policy. Further Information regarding Safeguarding Procedures can be found on [www.gscb.org.uk](http://www.gscb.org.uk) and up to date contact details can be found on the LIVE Gloucestershire Safeguarding Handbook for Educational Settings (printing not recommended as the document is frequently updated).

**Who to contact concerning a child's welfare and safety**

If you are worried or concerned about anyone under 18, who you think is being abused or neglected. Or that a child and their family need help and support, then please pick up the phone and ring the Children's

Help Desk

Children's Help Desk

Telephone: 01452 42 6565

Opening hours Monday to Friday between 08:00 to 17:00

Out of office hours

If you have concerns about the immediate safety of the child or you believe a serious criminal offence has been committed, please contact the Police at anytime on 0845 090 1234 or 101

**In an Emergency: Please ring 999**

**Introduction**

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 government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2021.

This document has been formulated by staff, governors, parent representatives and supports the principles of the Children's Act, and guidance offered by national authorities. The purpose of this document is to help all who work in the school environment to identify and support children who may be at risk.

Gloucestershire Safeguarding Children Board states .....

'The protection and welfare of the child must be the paramount consideration in all action. All professionals in contact with children and their families must be aware of the possibility of child abuse and neglect and of the need to maintain vigilance at all times.

Children must be listened to, taken seriously and their comments fully evaluated'.

## **Context**

Our policy applies to **all staff, governors and volunteers** working in and connected to the school.

### **At Miserden CE Primary School we will ensure that:**

- We practice safe recruitment in line with Government guidance. At least one person with accredited training will be on all interview panels and check the suitability of staff and volunteers to work with children. The Headteacher is required by statute to report to the Disclosure and Barring Service (DBS), within one month of their leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Any unsuitable behaviour is reported and managed using the Allegations Management procedures. This applies even if the person is no longer going to work with children or vulnerable adults
- A Single Central Register is held for all staff which includes identity, qualification and health checks, right to work and reference checks. The Single Central Register is reviewed regularly by the Governing Body, which is attended to by the Head Teacher and the School Administrator. All staff are checked for their suitability to work with children through the Disclosure and Barring Service (DBS, formerly Criminal Records Bureau) at Enhanced level.
- All staff are kept up to date with Child Protection issues and includes formal training every three years and yearly updates from the DSL. The DSL has to update their training every 2 years.
- All new members of staff (including those who regularly have contact with children) will be subject to an induction programme that includes meetings/training with the

Headteacher and DSL in all aspects covered within this policy. All new members of staff will participate in external Child Protection training as part of their CPD

- All staff are asked to read and sign to say that they have read and understood part one of KCSIE 2021
- We raise awareness of child protection issues and recognise that safeguarding incidents could happen anywhere.
- Children are equipped with the skills needed to keep them safe
- Governors are kept well informed about procedures through committee or full governors meetings and external training.
- We implement procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk.
- We support pupils who have been abused in accordance with his/her agreed child protection plan.
- The school is a safe environment in which children can learn and develop
- All staff, volunteers and governors who regularly work in school will be subject to an Enhanced level DBS check. This is also requirement for all new governors prior to the commencement of their term of office.
- Governors are asked to read part 2 of KCSIE 2021

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

**At Miserden CE Primary School we will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse and know who to turn to for help

**We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the DfE to:**

- Ensure we have a designated senior person for Safeguarding (Child Protection) who has received appropriate training and support for this role
- Ensure we have a nominated governor responsible for child protection who has received appropriate training
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups
- Keep confidential 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 secure 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 in line with 'Keeping Children Safe in Education statutory guidance.

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.

**Miserden CE Primary school will endeavour to support the pupil through:**

- The content of the curriculum including regular consultation through safety questionnaires, individual conferencing and asking children to report about whether they have had a happy/sad lunchtimes/playtimes. Working closely with secondary schools to prepare for transition
- An ethos which promotes a positive, supportive and secure environment where all pupils have a sense of being valued
- A Behaviour policy which is aimed at supporting vulnerable pupils in the school. The school strives to ensure that pupils know 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, the Child and Adult Mental Health Service, Education Welfare 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.

**Categories of concern**

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
  - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves  
has returned home to their family from care
- is a privately fostered child  
Who's parent is in prison or returning from prison

**Neglect:** The persistent or severe neglect of a child which results in significant impairment of the child's health or development. e.g.

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
- Failure to protect from physical or emotional harm.
- Failure to meet child's basic emotional needs.
- Failure to ensure adequate supervision.
- Failure to ensure access to appropriate medical care.

**Physical Abuse:** Deliberate or intended injury to a child. e.g.

- Hitting shaking, throwing, burning, scalding, drowning, suffocating, or poisoning.
- Deliberate inducement of an illness.

**Sexual Abuse:** Actual or likely sexual exploitation. e.g.

- Use of force or enticement to take part in sexual activity penetrative, or non – penetrative.
- Involvement in non-contact activities such as looking at or making abusive images.
- Encouraging children to watch sexual activities.
- Encouraging children to behave in sexually inappropriate ways.
- Any sexual activity with a child under the age of 16. (with or without agreement)

**Emotional Abuse:** Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development. e.g.

- Conveying to a child that they are worthless, unloved or inadequate.
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

## Recognition of possible abuse

Whilst recognising it is difficult to determine if abuse has occurred, teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children may exhibit any of the following without abuse having occurred:

Disclosure.

Non accidental injury, bruising or marks.

Explanation inconsistent with injury.

Several different explanations for an injury.

Reluctance to give information about an injury

A sudden change in behaviour – aggression, extroversion, depression, withdrawn.

Attention seeking

Hyperactivity

Poor attention

Appear frightened of parents or family members

Abnormal attachment between parent and child

Indiscriminate attachment

Hyper alertness.

Reduced response.

Frozen watchfulness.

Nightmares.

Anxiety/irritability.

Abdominal pain/headaches.

Poor self-esteem.

Poor peer relationships

Act in an inappropriate way for age

Over sexualised play/talk or drawings.

Excessive or inappropriate masturbation

Self-harm/eating disorder

Frequent visits to the toilet (urinary infection).

Reluctance to change for P.E.

Failure to thrive

Poor hygiene

Recurrent/untreated infections of skin or head lice

Untreated health/dental issues

Frequent absence from school or repeated lateness

Delay in meeting normal developmental milestones

## **Procedures and responsibilities – Designated Safety Lead Mrs Lucie Mitchell**

See Job description attached for further details

- Following all the correct procedures where abuse is disclosed
- Informing the relevant external agencies where necessary
- Ensuring that procedures and policies are kept up to date and relevant

- Liaising with other members of staff and the school leadership to keep staff informed about measures put in place to support and/or monitor individual cases and provide safeguarding updates.
- Liaising with parents, carers and guardians about how a child is being supported
- Ensuring that support measures are being followed correctly by staff and support agencies.

## Procedures and responsibilities – All staff

**All staff** should be aware of procedures to be followed when abuse is suspected, including those in cases where an accusation is made against a member of school's staff.

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure.

Any member of staff with an issue or concern relating to child protection should discuss it with the DSL as soon as possible. It should be made clear to the child that confidentiality cannot be guaranteed in respect of child protection issues. Allegations of child abuse must always be given the highest priority and referred immediately to the **Designated Safeguarding Lead or in her absence the Deputy DSL**. Staff must not assume that someone else is taking action and sharing information that might safeguard a child. **It is everyone's responsibility.**

## Actions in the event of a concern or disclosure

**Suspicion of Abuse** (if abuse is suspected but there has been no disclosure.)

- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..." Believe the child and reassure them that they were right to talk to you.
- Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
- Report the suspicion to the Designated Safety Lead or in their absence the DDSL.

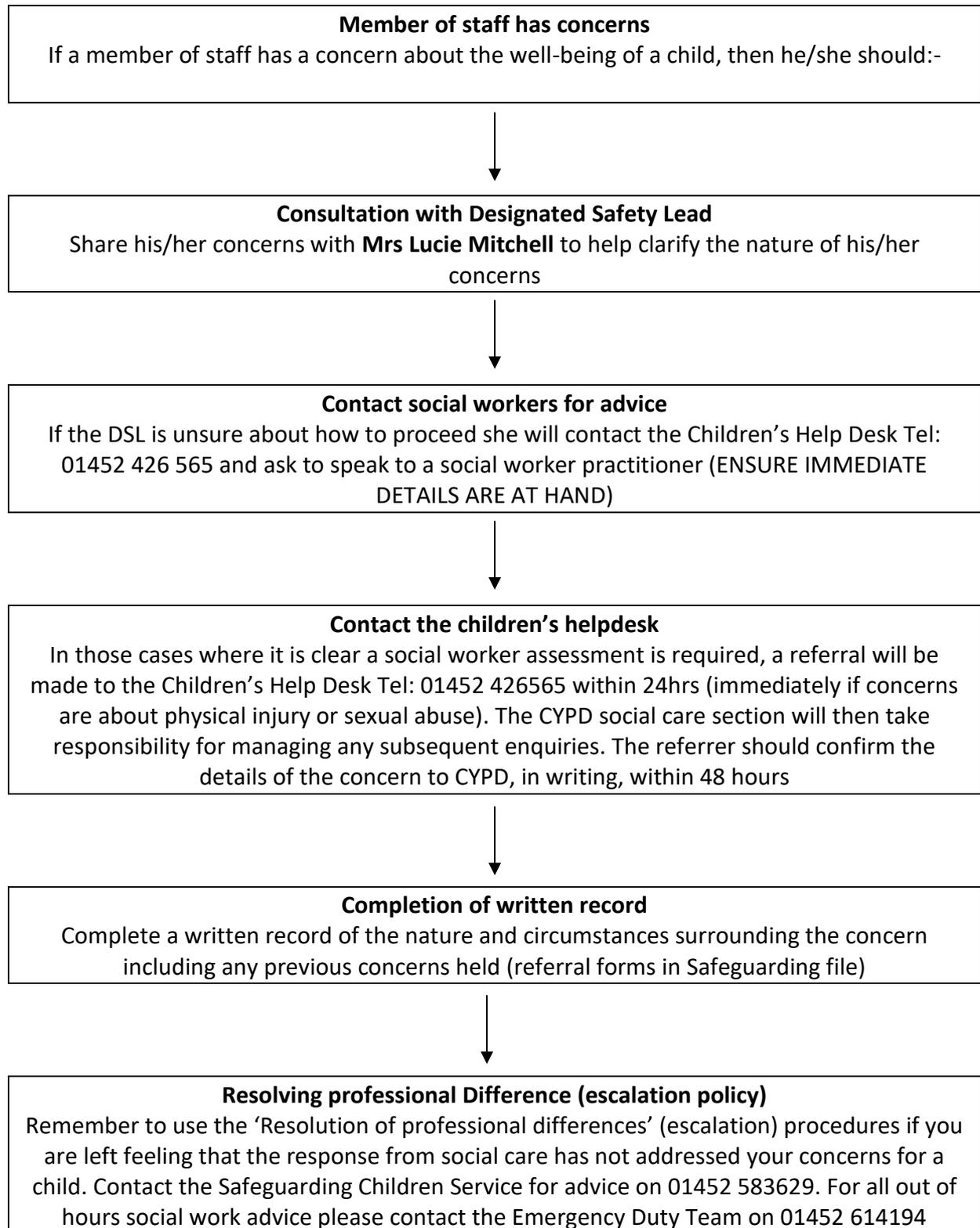
## Disclosure

1. Allow the child to talk – ask only open questions e.g. 'Can you tell me more about..' **Do not** press for detail, put forward your own ideas or use words that the child has not used themselves as this could lead to complications further down the line
2. Stay calm and reassuring.
3. **Do not** make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
4. Believe the child but do not apportion any blame to the perpetrator. (it may be someone they love)
5. Reassure the child that they were not to blame and they were right to talk to you, whilst information may need to be passed on, it will only be done to support and keep from harm the individual concerned.

6. Ask the child if they have told anyone else.
7. Keep an open mind.
8. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (The note should record **the time, date, place and people who were present as well as what was said**. This note may well be used in any subsequent court proceeding and may be required as evidence).
9. Establish details of full name, D.O.B. address and names of parents/guardians.
10. Report to the Designated Safety Lead or Headteacher who will contact the Social Services Department as necessary.

**Please see step by step actions – ‘Flow Chart for Response’ overleaf**

# FLOW CHART FOR RESPONSE



**REMEMBER - ALL STAFF MAY RAISE CONCERNS DIRECTLY WITH CHILDREN'S SOCIAL CARE SERVICES**

## EMERGENCY PROCEDURES

If the Designated Safety Lead/Deputy Lead are not available, establish the facts and details as above and contact the Children and Families Help Desk

**Phone Glos. Children and Families Help Desk (Glos. 01452 426565) Ask for;**

Social Services – Children and Families.

Ask for the Duty Social Worker

Check to see if the family are already known to Social Services

Discuss the situation and ask for advice

A social worker may come to school to talk to the child.

Establish who will be responsible for informing the parents.

Social services will contact the police (G.S.G.P - Glos. Safeguarding Children Partnership) as necessary. If action is taken, follow up the phone call with a referral form (see Appendix 1.)

**If you believe a child to be at immediate risk of harm then please contact the police on 999.**

## Additional Guidance/information

- If a child confides in a member of staff and requests **confidentiality** it is important that the child is told sensitively that the member of staff has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context the child should however, be assured that the matter will be disclosed only to people who need to know
- The procedures are laid down in the Safeguarding Children's Handbook (Child Protection Procedures - GSCB website - live document)
- Where abuse is suspected or a sustainable allegation made, teachers and other members of staff should report the information to the school's **Designated Safety Lead for child protection or in her absence the Deputy Designated Safety Lead**. Both of whom have received multi-agency training (every 2 years)
- **All staff** have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. A member of staff who knows the child best should be prepared to contribute the school's knowledge of the child to a joint agency discussion
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. This also applies to all adults in the school should there be concerns. These should be reported to the DSL or the Headteacher
- The Designated teacher/Headteacher to inform Governing body as laid down in the Child Protection Procedures Handbook
- Children identified on Child Protection Register will be monitored in line with agreed Child Protection Plan i.e. appropriate personnel who are in direct contact with said child to be informed and notify the Headteacher as part of monitoring process.
- Reports prepared for such discussions should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate the child's appearance. If relevant reports should include what is known about the child's relations with his or her family and

the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion

- All staff recognise the additional vulnerabilities for 'Looked After Children' who may be placed at an increased risk due to their individual circumstances. Any safeguarding concerns should be reported to the DSL in line with statutory guidance. Staff should be aware of LAC pupils in order to meet their needs as part of their overall development and safety
- All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. Separate policies for SEND and Anti Bullying provide further detail. The school maintains a record of bullying/racist incidents. Miserden School acknowledges that pupils with SEND may need extra pastoral care to support them.

## **GDPR**

GDPR does not prevent sharing of information when related to safeguarding. Information can be shared without consent if necessary.

Any records of sexual abuse will be kept securely indefinitely.

## **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](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyber-bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- peer on peer abuse -see also below
- private fostering
- radicalisation
- sexting
- teenage relationship abuse

- trafficking

Further information:

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice. FGM is illegal in the UK and as of October 2015 mandatory reporting commenced. If staff discover that an act of FGM appears to have been carried out on a girl under 18 years old there is a statutory duty for them **PERSONALLY** to report it to the police.

### **Preventing Radicalisation**

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group

or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology. Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

**Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Southwark Multi Agency Safeguarding Hub ([MASH](#)). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

### **Child to child abuse including sexual violence and sexual harassment**

Staff should recognise that children are capable of abusing their peers. Miserden School will investigate any allegations of peer on peer abuse and deal with it in line with the Behaviour policy. All staff must recognise that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". All peer to peer abuse of a sexual nature will be dealt with in line with the safeguarding policies including referral to the police and social services as necessary. See section 5 of KCSIE 2018

## **Listening and talking to children (staff guidance)**

- Take what the child says seriously
- React calmly because over reacting can frighten the child and compound feelings of guilt.
- Tell the child they are not to blame. Children often feel guilty.
- Explain to the child what will happen next.
- Check out your understanding with the child of what has happened if you are not clear what the child is telling you
- Keep questions to a minimum and never lead the child, as leading questions may invalidate the child's testimony in court.
- Use the words the child uses (e.g. for different parts of the body). If the child is aware that you are reluctant to use particular words, they may feel reluctant to use the words themselves or may not speak at all.

When talking to children who may have been abused, you need to strike a balance between gathering enough information to establish whether or not there is cause for concern and undertaking an investigation interview which is the responsibility of the investigating agency. Having established that there is cause for concern, it should be possible to postpone a fuller interview until the social worker arrives.

### **Allegations Against Staff**

- The Headteacher, or Governors in a case where the Headteacher is accused, should consider carefully whether the suspension of the person concerned is appropriate. Suspension should not be automatic. Further guidance on procedures when a Headteacher is accused of abuse is contained within the Child Protection Procedure Handbook. Advice should be sought from GSCP.
- Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils. Physical contact is a particular issue where thought is required. With younger children touching is inevitable and provides reassurance. With older children, perfectly innocent actions can be misconstrued. In emergencies, physical restraint to prevent harm to the pupil or to others can be required.

### **Reporting concerns to Parents**

As a general principle, it is important to be open and honest when dealing with parents. Parents have primary responsibility for the care of their children and in most circumstances parents should be informed as soon as possible about concerns regarding their children. However, in some cases of alleged or suspected child abuse it may not be appropriate for parents to be informed immediately, because it may prejudice the investigation. In such cases concerns should be reported to the Headteacher who will in turn contact the local Social Services Department.

### **Guidance when listening and talking to parents**

Parents react in many different ways when they hear their child is suspected of being abused. They can feel angry, threatened, indignant, depressed, ashamed or guilty, and it is understandable that people have strong feelings in such circumstances.

When talking to parents who may be highly emotional, it is helpful to:

- Meet parents with the Headteacher
- Be open and honest with parents and tell them the reasons for your concern
- Be very specific regarding the information you may wish to share
- Explain to parents that it is your duty as a teacher to report cases of suspected abuse. It may be helpful to outline to them the procedures, so professional guidelines are adhered to at all times.
- Make a written record of the meeting, what was said and who was present (date/time etc.)

## **Staff agreed Code of Conduct**

- **Gifts received**  
In the context of fostering understanding and promoting the relationship between adults and children gifts are deemed acceptable (e.g. Christmas cards etc.). Any concerns/issues as to the appropriateness of receiving/offering a token should be addressed to the Headteacher for guidance.
- **Arrangements for PE changing – boys/girls**  
The staff need to be sensitive to the requirements of all the children when changing for PE. In certain cases alternative arrangements should be sought. For example, separate facilities for older children with clear procedures for supervision.
- **Access to toilet facilities**  
In the event of an emergency it may be necessary for access to be gained by an adult without prior notice. Routine supervision will involve notifying the occupants of access.
- **e-Safety**  
All staff are aware of school guidance for the use of mobile technology and the safeguarding issues associated with their use (See Acceptable User policy)
- **Individual teachers / individual pupils in classroom situation**  
Professional behaviour appropriate to the supervision of individual children should be noted by those involved. Implicit in this would be the avoidance of placing either the member of staff or the child in a compromising situation. Where practical senior staff should be notified
- **Physical contact with pupils**  
It is acknowledged that physical contact between adults and children is inevitable and provides reassurance. All adults working with children need to be mindful that perfectly innocent actions can at times be misconstrued. If the adult determines that this has been the case then all concerns need to be reported to the Headteacher immediately. A professional code of conduct is required at all times with respect to the adult and the child.

- **Relationships are valued**  
We value the relationships between child/adult and the protection and welfare of the child is the paramount consideration in all our actions
- **Appropriate personnel to be informed regarding first aid etc.**  
Our first aid code of practice is included in our Health and Safety Policy of which all supervising and qualified adults have been notified and clearly understand.
- **Smoking and alcohol on premises**  
As part of our PHSCE Policy we encourage the children to understand the health risks involved in smoking both directly and passively. We support and enforce the Gloucestershire County Council Policy on premises being no smoking zones. The dangers of excess alcohol consumption also forms part of the policy. The messages we give as adults are important and a professional stance is adopted.
- **Children's attendance**  
Procedures for the registration of children should be followed to enable attendance to be monitored by the Headteacher and appropriate external agencies. In order to fulfil the requirements of our Child Protection policy staff are to report any concerns/issues regarding attendance to the Headteacher.
- **Supervision of Children off site**  
Procedures for Child protection are applied in the event of off-site activities. LA guidance regarding pupil/adult ratio is adhered to and where appropriate professional staff may challenge individuals in the interests of child protection without placing themselves at risk.

## **Monitoring and evaluation**

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

- Governing Body visits to the school
- Headteacher discussions with children/staff
- Pupil surveys/questionnaires and individual conferencing
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes of meetings
- Logs of bullying/racist/behaviour incidents for Headteacher/DSL/Governor Lead to monitor
- Review of parental concerns and parent questionnaires

## **Useful Contact Numbers - [www.gscp.org.uk](http://www.gscp.org.uk)**

### **Useful Telephone Numbers**

**[www.gscb.org.uk](http://www.gscb.org.uk)**

**Gloucestershire Safeguarding Children Partnership (GSCP)**

**MASH (9 am to 5pm) 01452 42 6565**

**Out of hours emergency line 01452 61 4194**

### **Children and Young People's Directorate (CYPD)**

#### **Children & Families Helpdesk:**

(To make a referral in office hours - Mon-Fri 08:00-17:00)

01452 42 6565

#### **Emergency Duty Number:**

This is an answering machine. Leave a message and your TELEPHONE NUMBER. Someone will then call you back. This number is for use OUT OF NORMAL WORKING HOURS ONLY, and for situations that CANNOT WAIT until the next working day.

01452 61 4194

## **POLICE**

### **Non-Emergency Number: 101**

To log a child welfare concern, contact the Police at any time on this number.

Gloucestershire Constabulary answers the majority of calls at a county call centre. However, it will be your local officers who respond to reported incidents. The operators will offer an immediate service or connect you to the appropriate department to deal with your call.

**0845 090 1234**

**Police Child Protection Unit 01242 261112**

#### **Emergency Number:**

Only be used in situations where:

- Life is threatened
- Someone is injured
- You suspect a crime is being committed
- You see something suspicious

**999 or 112**

## **Education**

**Education Welfare Service: 01452 55 0505**

**CLDT - Gloucester Community Learning Disabilities Team –**

**Cheltenham:**

01242 27 2141

**Forest:** 01594 82 7771

*(Useful contact numbers continued)*

**Gloucester:** 08454 22 6011

**Tewkesbury:** 08454 22 3989

**All personnel have seen and understand the procedures as described in this policy**

**All staff members, peripatetic tutors and instructors have read and acknowledged all safeguarding and health and safety documents.**

### MISERDEN CE PRIMARY SCHOOL'S EARLY HELP OFFER

Early help means providing support as soon as a problem emerges. Central to our early help offer is the early identification of children and families who would benefit from early help and a co-ordinated early assessment and response to prevent abuse and neglect of children and young people, and improve outcomes for children and families as a whole. All staff and our safeguarding governor have up to date safeguarding training. The school also use other sources of information to support this offer of early help in line with Keeping Children Safe in Education (2021), the school and staff have carefully considered this offer of Early Help. All staff are trained to respond to radicalisation and have completed the Channel General Awareness module.

All individuals working with children, young people and their families have a duty and responsibility to report any allegations or concerns of a child protection nature, which comes to their attention. When such a concern is raised you should:

- Discuss with the school's Designated School Safety Lead , Mrs Lucie Mitchell.
- In writing, log briefly and accurately the concern and the child's comments.
- In those cases where there is a concern but you 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.
- Further guidance can be found at: <http://www.gscp.org.uk>

BELOW IS OUTLINED OUR PROVISION FOR EARLY HELP

Universal source of help for all families in Gloucestershire:  
**Gloucestershire Family Information**

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.

<p><b>Service (FIS)</b></p>	<p>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. This service can give family support and advice: information about options for childcare; information about schools; information that young people can access and a guide to activities happening in Gloucestershire.</p> <p>Contact the FIS by emailing: a familyinfo@gloucestershire.gov.uk Or telephone: (0800) 542 0202 or (01452) 427362. FIS also has a website which has a wealth of information to support many issues such as childcare and support for children with disabilities, including the local authority's SEND local offer of help and support.</p> <p><a href="http://www.glosfamilies.org">www.glosfamilies.org</a></p>
<p>GSCB (Gloucestershire Safeguarding Children's Partnership) Website: <a href="http://www.gscp.org.uk">http://www.gscp.org.uk</a></p>	<p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>
<p>Miserden School's 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.</p>
<p>PSHCE / SMSC curriculum</p>	<p>Other specific topics helping pupils stay safe covered within the curriculum include (age appropriate content):</p> <p>Sex education: Children in Y6 have sex education</p> <p>–discussing puberty, changes, personal hygiene.</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. Keeping Safe: E-safety (Facebook and internet); personal safety (out and about); How to respond to an emergency Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems?</p>

	<p>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;</p> <p>Being happy!</p> <p>Relationships: How to make and maintain friendship; family relationships; different types of families.</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;</p> <p>Managing health and wellbeing when you are unwell.</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 curriculum. -PACE (parents against child exploitation) UK is a useful website to engage parents with e-safety issues. <a href="http://www.paceuk.info/">www.paceuk.info/</a> and CEOP <a href="https://www.ceop.police.uk/">https://www.ceop.police.uk/</a> (Child Exploitation and Online Protection).</p>
Bullying (including cyber-bullying)/child death/suicide prevention	<p>All Gloucestershire schools including Miserden 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 or 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. A very useful website is the anti-bullying alliance - <a href="http://www.anti-bullyingalliance.org.uk/">http://www.anti-bullyingalliance.org.uk/</a></p> <hr/> <p>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: <a href="http://www.gscb.org">www.gscb.org</a> (Gloucestershire Safeguarding children’s board) <a href="http://www.bullying.co.uk">http://www.bullying.co.uk</a></p> <p>Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied.</p>
Children or young people with multiple	Within Gloucestershire locality Family First Plus teams provide multi agency support for children and families. A phone call to discuss a possible referral is helpful

needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment	before making written referral. The school will work with a range of agencies and attend relevant meetings.
Drug concerns	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. Drugs education is covered in the school curriculum.
Mental health concerns *Please note that in Gloucestershire CYPS (children and young people's services) replaced CAMHS (child and adolescent mental health services)	<ul style="list-style-type: none"> <li>• Referral to school nurses may be appropriate.</li> <li>• Referral to CYPS (Gloucestershire's mental health services) via your own GP.</li> <li>• For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists).</li> </ul> <p>In an emergency call 999 or 111.</p> <ul style="list-style-type: none"> <li>• CYPS* Practitioner advice line (for professionals to call) tel:01452 894272.</li> </ul>
Child Sexual exploitation (CSE)	<p>CSE screening tool (can be located on the GSCB website: <a href="http://www.gscp.org.uk/article/113294/Gloucestershire-proceduresand-protocols">www.gscp.org.uk/article/113294/Gloucestershire-proceduresand-protocols</a>)</p> <p>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 <a href="http://www.gscp.org">www.gscp.org</a></p> <p>Referrals should be made to Gloucestershire social care and the Gloucestershire Police.</p> <p>All referrals to go to the Central Referral Unit 01242 247999</p> <ul style="list-style-type: none"> <li>• Further information: National Working Group (Network tackling Child Sexual Exploitation) <a href="http://www.nationalworkinggroup.org">www.nationalworkinggroup.org</a> and PACE UK (Parents Against Child Sexual Exploitation) <a href="http://www.paceuk.info">www.paceuk.info</a></li> </ul>
Domestic violence	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

	<p>response will vary according to the age of the young person so that the appropriate agencies are involved. 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:</p> <ul style="list-style-type: none"> <li>• psychological</li> <li>• physical</li> <li>• sexual</li> <li>• financial</li> <li>• emotional</li> </ul> <p>(Source: <a href="https://www.gov.uk/domestic-violence-and-abuse">https://www.gov.uk/domestic-violence-and-abuse</a>, Jul 2015)</p> <p>We will use:  Gloucestershire Domestic Abuse Support Service (GDASS)  <a href="http://www.gdass.org.uk">www.gdass.org.uk</a>  or</p> <ul style="list-style-type: none"> <li>• Call the police (999 in an emergency or 101 for a non-emergency situation).</li> </ul> <p>or contact any of the national support help lines:</p> <ul style="list-style-type: none"> <li>• National Domestic Violence Helpline (0808 2000 247).</li> <li>• National Centre for Domestic Abuse (0844 8044 999).</li> <li>• Men's Advice Line (0808 801 0327).</li> </ul> <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>
Fabricated and induced illness (FII)	<p><a href="http://www.nhs.uk/Conditions/Fabricated-or-induced-illness">http://www.nhs.uk/Conditions/Fabricated-or-induced-illness</a> 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><a href="https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a></p> <p>for copy of DfE document 'national action plan to tackle child abuse linked to faith or belief.'</p> <p>Judith Knight; Diocese of Gloucester Head of Safeguarding/faith abuse contact:</p>

	<p>jknight@glosdioc.org.uk. For other faith groups contact Jane Bee (GCC LADO).</p>
<p>Female genital mutilation (FGM)</p>	<p><a href="http://www.nhs.uk/Conditions/female-genital-mutilation">http://www.nhs.uk/Conditions/female-genital-mutilation</a>  for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care. – All staff have completed the online home office training, ‘Female Genital Mutilation: Recognising and Preventing FGM’ - E-learning package- <a href="http://www.fgmelearning.co.uk/">http://www.fgmelearning.co.uk/</a> for interested staff or professionals (free home office e-learning)</p>
<p>Forced marriage</p>	<p>UK Forced Marriage Unit <a href="mailto:fm@fco.gov.uk">fm@fco.gov.uk</a>  Telephone: 020 7008 0151  Call 999 (police) in an emergency.</p>
<p>Gangs and youth violence</p>	<p>Contact the Avenger Task Force (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.</p>
<p>Gender-based violence/violence against women and girls (WAWG)</p>	<p><a href="http://www.gov.uk">www.gov.uk</a>  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</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><a href="http://www.gloucestershire.gov.uk/privatefostering">http://www.gloucestershire.gov.uk/privatefostering</a>  Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children &amp; 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>

Radicalisation (Prevent Duty)	All staff have been trained using the Channel General Awareness on line training. Gloucestershire Constabulary: 101 and Jane Bee (LADO) Anti-Terrorist Hotline: 0800 789 321
Sexting	<a href="http://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting">http://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting</a> (NSPCC website). Gloucestershire Police have a small sexual exploitation team.
Trafficking	Serious crime which must be reported to Nigel Hatton (Gloucestershire LADO) and the Gloucestershire Police. 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.
Children who run away (missing persons/missing children)	PC Christina Pfister (Missing persons Coordinator Gloucestershire Police). Tel: 101 (Gloucestershire Police).  GSCB Missing Children Protocol <a href="http://www.gscb.org.uk">http://www.gscb.org.uk</a> : Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care. We work with all kinds of young people, no matter what their background.  Youth Support Team We're there for young people whenever they need us. Young people can drop in at our centres around Gloucestershire. Or we can talk to them in their home or school – wherever's best for them.  We're realistic. We give young people an idea of what's possible, but we challenge them too: we don't have all the answers.  Talk to us If you'd like to find out more about what we offer, call us on 01452 426900 or e-mail us at <a href="mailto:info.glos@prospects.co.uk">info.glos@prospects.co.uk</a>
CME (Children missing education)	Anyone concerned that a child is missing education (CME) can make a referral to the Education Performance and Inclusion team (EEI) at Gloucestershire County Council. Tel: 01452 427360. Children Missing Education (CME) refers to 'any child of compulsory

	<p>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>
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Miserden CE Primary School

**Job description – Designated Safeguarding Lead (DSL)**

Produced by GSCP Aug 2016

**Name of Designated Safeguarding Lead for Child Protection: Mrs Lucie Mitchell**

The Designated Safeguarding Lead (DSL) must be a senior member of the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post.

Areas of responsibility:

**Policy and procedure:**

- Act as a champion of the school's safeguarding policy and procedures by ensuring all staff have access to and understand them
- Induct new members of staff with regard to the school and GSCB safeguarding policies and procedures
- Ensure the school safeguarding policy is updated and reviewed annually
- Ensure parents see copies of the safeguarding policy to avoid potential conflict later
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct)
- Reporting concerns:
  - Recognise how to identify signs of abuse and when to make a referral
  - Respond appropriately to disclosures or concerns relating to the well-being of a child
  - Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information
  - Liaise with the Head Teacher to inform them of any issues and ongoing investigations
  - Liaise with the Governor with safeguarding responsibilities
  - Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely
  - When pupils move school, ensure their safeguarding file is sent to the new establishment immediately and securely
  - Refer cases to the Channel programme where there is a radicalisation concern as required
  - Support staff who make referrals to the Channel programme
- It is not the role of the DSL to investigate allegations of abuse or neglect by members of staff working or volunteering with children in school. This falls to the Headteacher or to the Chair of Governors where the allegation is against the Headteacher.

**Multi Agency working:**

- Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored
- Attend and contribute effectively to Child In Need meetings, Child Protection conferences, planning and review meetings; including those taking place out of normal working hours.
- Liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the Early Help Strategic Partnerships and referring to the Early Help Allocation groups where necessary. Acting as Lead Professional as appropriate
- Ensure that actions resulting from meetings are SMART and that they are carried out in a co-ordinated way; making the difference which was anticipated

**Training:**

- Ensure all staff have safeguarding induction within their first 7 days and receive frequent updates so that they are able to recognise and report any concerns immediately
- Attend relevant training every 2 years and on an annual basis attend forums/roadshows to reinforce and enhance Safeguarding knowledge and practice
- Represent the school at Designated Lead forums and disseminate the information to colleagues

### **Knowledge and skills:**

- Act as a source of support, advice and expertise within the school
- Have a working knowledge of how the Gloucestershire Safeguarding Children Board operates
- Ensure that staff members are following up to date procedures in line with National and Local expectations
- Act with integrity; maintaining confidentiality at all times
- General Duties:
- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
- To ensure that the Section 175 Audit published by Gloucestershire Safeguarding Children Partnership (GSCP) is completed annually and returned by deadline and reviewed regularly