St White's Primary School
Child Protection and Safeguarding Policy and Procedures

Date of Review: December 2021

Date of Next Review: December 2022

Signed, Chair of Governors:

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1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- The school responds to the legal requirement under SECTION 14B OF THE CHILDREN ACT 2004, for school's/setting's and completes the audit annually.

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (September 2020) and Working Together to Safeguard Children (July 2018), and the Governance Handbook. We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.
- Local Guidance for Schools
- This policy is also based on the guidance set out in the Handbook for Designated Safeguarding (Child Protection) Leads in Educational Settings
  Please refer to live versions on the gscb.org.uk website
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3. Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

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

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

The school will work closely with the safeguarding partners in line with statutory guidance in Working Together to Safeguard Children.

4. Equality Statement

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

We give special consideration to children who:

- Have Special Educational Needs or Disabilities
- Are Young Carers
- May Experience Discrimination due to their Race, Ethnicity, Religion, Gender Identification Or Sexuality
- Have English as an Additional Language
- Are known to be living in Difficult Situations – for example, Temporary Accommodation or where there are issues such as Substance Abuse Or Domestic Violence
- Are at risk of FGM, Sexual Exploitation, Forced Marriage, or Radicalisation
- Are Asylum Seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

5. Roles and responsibilities

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

5.1 All staff

All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and Annex B, and review this guidance at least annually.

All staff have a responsibility to be aware of the indicators of abuse, neglect (see appendix 1) and know that they are rarely standalone events that can be covered by more than one definition. They should also know that factors outside school influence incidents and behaviours and can occur between children as well as adults and children. These include extra-familial harms such as sexual exploitation, criminal exploitation and serious youth violence.

All staff must be aware that mental health problems can, in some cases be an indicator that a child has suffered or is suffering abuse, neglect or exploitation. Staff will be well-placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing or developing a mental health problem and should immediately refer this on to the class teacher, a member of SLT, DSL and/or the headteacher especially if they think there is a safeguarding concern that may be linked.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy the staff **Code of Conduct and Whistleblowing Policy** and the role of the designated safeguarding lead (DSL) and deputies (DDSL), the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- That all staff will reassure victims of abuse that they are being taken seriously and will be supported with their views being listened to. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation – The Prevent Duty.

Escalation

If a member of staff shares a concern about safeguarding a child, it is expected that either they will be informed of the outcome, or they will seek to find out what happened by consulting with a DSL/DDSL.

If a member of staff is not confident that their child safeguarding concerns are being addressed within school, they should speak to the headteacher/DSL to find out what is happening. If they continue to be unsure that their concern is being addressed, they should contact the Safeguarding

Governor Debra Clough using her school email account account to ask for a meeting/telephone call to discuss. If concerns continue, the Chair should be contacted next.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSLs are currently the Head teacher, Mrs Clare Tilling and the Family Support Worker FSW. The DSLs take lead responsibility for child protection and wider safeguarding.

During term time, the DSL, Mrs Clare Tilling, Headteacher, will be available during school hours and during the hours of Wrap Around Care, for staff to discuss any safeguarding concerns.

In the event that the DSL and deputies are required during the holidays, the Headteacher's email and FSWs email addresses are the point of contact for the children and families team to make contact. Her phone number is also held by the Multi-agency referral team (MASH) at county in case contact is needed.

When the DSLs are absent, the deputies, Mrs Roz Hewitt, Deputy Headteacher, Miss Fran Cinderey, Assistant Headteacher Teachers, will act as cover for example, during out-of-hours/out-of-term activities.

The DSLs and deputy DSLs will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Maintain information on which children have social workers so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes by, for example, considering the provision of pastoral and/or academic support in school.

The Deputy DSLs will also keep the Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSLs are set out in their job descriptions.

5.3 The governing body

The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation. The governing body has appointed Mrs Debra Clough as safeguarding governor to monitor the effectiveness of this policy in conjunction with the full governing body. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate **(See Appendix 3).**

All governors will read Keeping Children Safe in Education.

5.4 The Headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website

- Ensuring that the DSLs have appropriate time, funding, training and resources, and that there is always adequate cover if the DSLs are absent
- Ensuring that all staff undertake appropriate safeguarding (including online safety) and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (See Appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person (Class Teacher)

6. Confidentiality

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.

If staff are in any doubt about sharing information, they should speak to the designated safeguarding leads (or deputies if DSLs are not available)

Staff should not promise to keep secret information given to them by a child, but should explain that they will pass the information on to those who need to know and can help.

Information should only be shared with those who need to know and safeguarding records should be kept securely locked.

7. Information Sharing

The school uses the HM Government guidance on Information Sharing July 2018 which is advice for practitioners for providing safeguarding services to children, young people, parents and carers, and refers to the Seven Golden Rules to Sharing Information on p.4 of the pdf and the flow chart on p.12 of when and how to share information.
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
The school follows this guidance but notes that 'fears about sharing information cannot be allowed to stand in the way for the need to promote the welfare and protect the safety of children' (KCSiE (Keeping Children Safe in Education) September 2020).

- Timely information sharing is essential to effective safeguarding.
- Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm.
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.
- Confidentiality is also addressed in this policy in respect of record-keeping. The governing body and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- The school is committed to multi-agency working to support children and their families and works closely with a range of agencies, sharing information in line with statutory guidance to safeguard children
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

- The Governing body and proprietors will ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- The Governing body and proprietors should ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. (KCSiE September 2019-paragraphs 76-77)
- Part Four of the KCSiE document, makes explicit reference to allegations of abuse against staff in Appendix 3.
- In the event that the school is required to share information with other agencies, it provides parents with:
- A leaflet that explains how their information will be shared, when and why (see Appendix 7);
- A single consent form for parents to complete and sign (see Appendix 8).

8. Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded on My Concern, a secure online safeguarding database. If you are in any doubt about whether to record something, discuss it with the DSL.

In response to the Individual Inquiry into Child Sexual Abuse, copies of all safeguarding records are kept indefinitely on our My Concern platform as well as being sent on to the schools the children attend after this, or to county if they become Electively Home Educated.

The GSCE guidelines on maintaining records and logs of safeguarding issues, section 2.5 explains that, the DSL is responsible for collating all appropriate information on individual children, including a confidential record of all pupils who have a Child Protection Plan (previously called being 'on the Child Protection Register') and making sure that records are passed on when a child transfers school/setting in any circumstances. Since May 2000, when a child transfers schools/settings, the Headteacher must send to the new school/setting (maintained or independent and mark as strictly confidential for the DSL). If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file and is sent for the attention of the DSL. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. The school will pass on:

- The completed statutory transfer form (Electronic CTF)
- All educational records relating to the child, including copies of the pupil reports. Any information regarding child protection concerns will be transferred via a My Concern transfer where possible, and where not possible by downloading this from My Concern and sending a paper copy of information.

If the school is unclear where a pupil is moving, the Headteacher will follow the Children Missing Education guidance and liaise with the Education Entitlement and Inclusion team before deleting the pupil's name from the school admissions register. The school should also check the National

Missing Children database for pupils arriving with no records from previous schools/settings or where the previous school/setting is not known.

See https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/children-missing-education/ or email missingpupils@gloucestershire.gov.uk

The DSL will monitor attendance patterns and refer to the Education, Entitlement and Inclusion team where appropriate, collate the appropriate information for reports to be presented at Child Protection Conferences, maintain records and manage the education contribution to the Child Protection Plan recommended at the Child Protection Conference. They will also maintain up to date written records of visits from other agencies that are scanned into the My Concern system.

This gives responsibilities to keep information accurate, relevant and secure and to ensure that there is a justification for holding the information. Data Protection is not a barrier to sharing information between professionals but ensures that information is shared appropriately. Individuals have a right of access to information held about themselves but there are exemptions to this. The school will always take advice via the Safeguarding Children Service or from the setting's own legal adviser before providing access to Child Protection (Safeguarding) records.

Records:

- Records are maintained on the school's secure, online Record Keeping system, My Concern
- Records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcomes.
- Some paper-based records are kept, that were collated prior to the date that the school transferred to My Concern online. They are held in a secure, locked cabinet. Only the DSLs and Deputy DSLs have keys to the cabinet
- Records are accurate, relevant and secure. They contain personal data and their use will comply with the new Data Protection Act 2018.
- Records are shared appropriately, using the guidance as set out in the HM Government guidance on Information Sharing July 2018 (See seven golden rules and flow chart) and in accordance with the guidance in the KCSiE September 2019
- Records are used for reports to be presented at Child Protection Conferences and other multi agency meetings, including TAC (Team Around the Child) and Strategy Meetings
- Records are securely maintained and managed so as to ensure the school is able to make the education contribution to for example, Child in Need, or Child Protection Plans.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

9. Recognising abuse and taking action

9.1 Multi-agency working

The school knows that it has a pivotal role to play in multi-agency safeguarding arrangements and is committed to contributing to multi-agency working in line with statutory guidance (WTtSC 2018). It will follow local multi-agency arrangements put in place by the 3 safeguarding partners including the local criteria for action and the local protocol for assessment: GSCBs intervention guidance:

https://www.gscb.org.uk/media/1517569/gloucestershire-revised-loi-guidance-version-30-final-300118.pdf

Staff, volunteers and governors must follow the procedures set out below in the event of a Safeguarding Issue.

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

Staff at St White's School understand that they must:

1. Make a referral to children's social care and/or the police immediately if a child is suffering or likely to suffer from harm or is in immediate danger. Anyone can make a referral. The school will use the NSPCC's – 'When to call the police' document for guidance on whether they should call the police and what to expect when they do.
2. Tell a DSL (see section 5.2) as soon as possible if you make a referral directly.
3. School has a responsibility to provide as much information as possible as part of this referral process.

9.3 Local Procedures

The Gloucestershire County Council explains that:

1. If you have an immediate concern about a child please contact the Children and Families Helpdesk, currently known as The Front Door, on 01452 426565 and choose option 1.
2. In the event that a member of staff requires advice, choose option 3
3. Schools are advised to consult with the Community Social worker team before putting in a referral if possible.

The Gloucestershire County Council also explains that:

1. When is a child at risk? You should contact us if you feel that:
    a. A child needs protection - if you feel that a child is suffering harm, neglect or abuse, we can investigate and act to protect the child
    b. A family is under stress - we can offer support and advice and help families access support from other services
    c. A child is seriously ill or disabled - we can arrange an assessment of the child's and families' needs and provide support.
2. To find out what the Gloucestershire Safeguarding Children Board are doing in Gloucestershire to protect children and improve their wellbeing, visit https://www.gscb.org.uk/ The site has information and guidance for:
    a. Professionals working with children and young people
    b. Parents and carers
    c. Young people
    d. Other information for professionals

This link to the GOV.UK webpage can also be used for reporting child abuse to your local council:

https://www.gov.uk/report-child-abuse-to-local-council

9.4 If a Child Makes a Disclosure

Everyone at St White's School understands that if a child discloses a safeguarding issue to them that they should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions

- Understand that sometimes children will find it difficult to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. It is possible that they will tell a friend and they will report it, or a conversation may be overheard that suggests that a child has been harmed. If there are any concerns, staff will act at once.
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Make sure that they know that their views on what happens next are going to be listened to.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Type up conversation as soon as possible in the child's own words on the school's My Concern Online System. Stick to the facts, and do not put your own judgement on it
- Always speak to a DSL as well as logging the concern on My Concern.
- In the event that you are unable to speak to a DSL, speak to one of the Deputy DSLs. If for whatever reason this is not possible, you are responsible for seeking advice from either the police or social care Front Door. You must never delay responding to a safeguarding concern. See 9.1. Tell the DSL, as soon as possible, if you have made a referral yourself.

9.5 If you discover that FGM has taken place or a pupil is at risk of FGM

All staff at St White's Primary School undertake the Home Office FGM E-learning course for professionals https://www.fgmelearning.co.uk/ and understands that:

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', *'circumcision'* or *'initiation'*.
- Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.
- Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have good reason not to, they should also discuss the case with a DSL and involve children's social care as appropriate.
- The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.
- The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- Any member of staff who suspects a pupil is *at risk* of FGM, must speak to the DSL and follow our local safeguarding procedures.

The GSCE provides information and resources to help staff fully understand their roles and responsibilities. The can be sourced here. https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/issues-affecting-children-and-young-people/

9.6 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

- Figure 1 on page 13, illustrates the procedure to follow if you have concerns about a child's welfare.
- Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Referral

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
- If you make a referral directly (see section 9.5), you must tell the DSL as soon as possible.
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral *must* follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. (See https://www.gscb.org.uk/media/2088611/escalation-of-professional-concerns-guidance-feb-2019-amended.pdf

9.7 If you have concerns about extremism

The GSCE explains that radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice. The threats to children & young people take many forms, not only the high profile incidents of those travelling to countries such as Syria and Iraq to fight, but on a much broader perspective also. The internet, in particular social media, is being used as a channel to promote and engage. Often this promotion glorifies violence, attracting and influencing many people including children and in the extreme cases, radicalising them. Research concludes that children can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt these extremist views, and in viewing this shocking and extreme content may become normalised to it.

The GSCE also explains that Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views;
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

Prevent covers all forms of terrorism and extremism and some aspects of non-violent extremism.

- The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

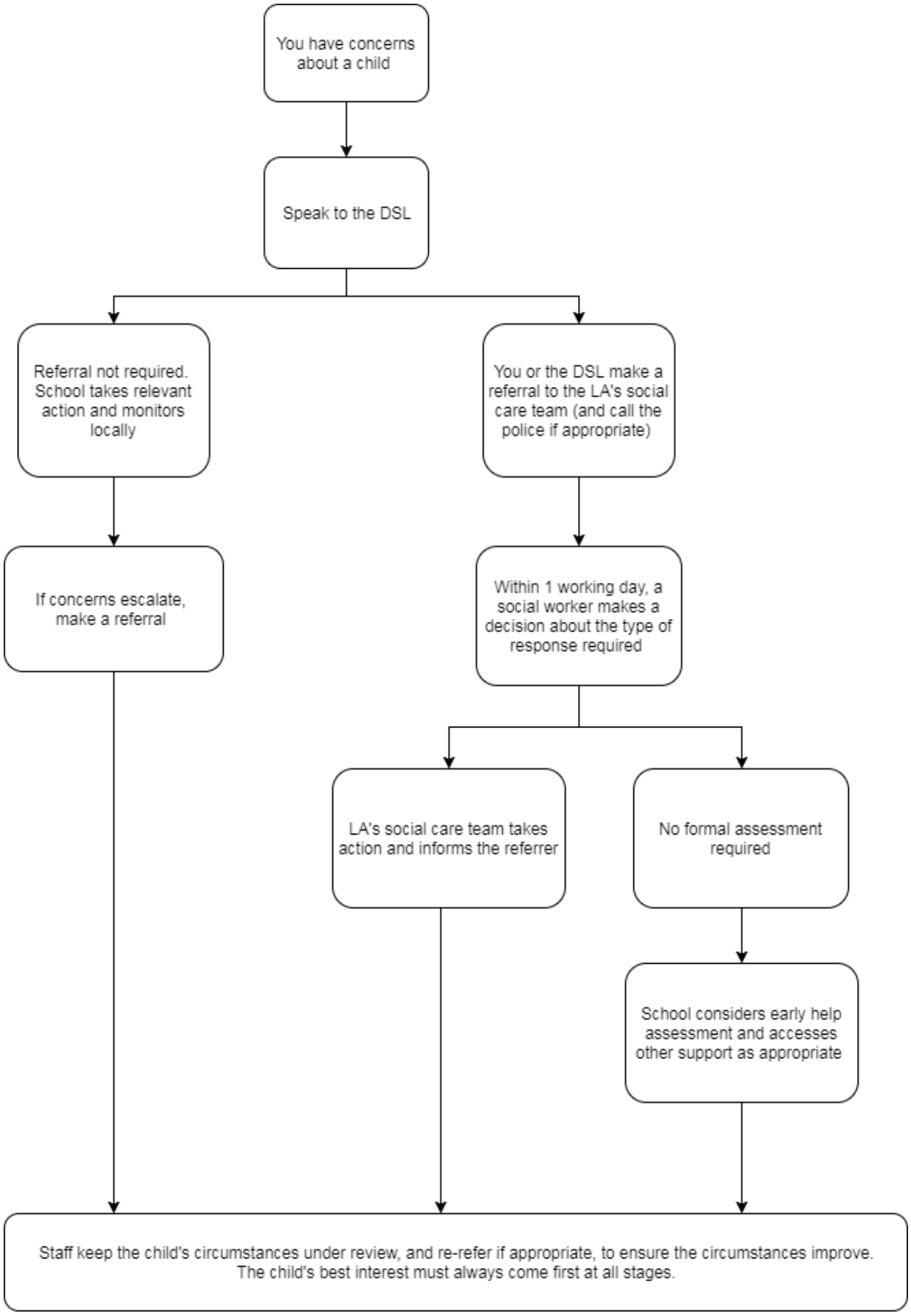
Prevent uses a range of measures to challenge extremism including:

- Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process, see http://www.ltai.info/what-is-channel/ to find out more about this
- Working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people.
- Working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable; and
- Supporting local schools, local industry and partner agencies through engagement, advice and training.

All staff at St White's School undertake online Home Office training on the Prevent Strategy. https://www.elearning.prevent.homeoffice.gov.uk/ They understand that:

- If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264 that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
- In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)



9.8 Concerns about a staff member or volunteer

If staff have safeguarding concerns about a member of staff, including supply staff, or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors. The Headteacher/chair of governors will then follow the procedures set out in **Appendix 3**, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale. **(See Appendix 3 for more detail).**

9.9 Allegations of abuse made against other pupils

The School recognises that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously, and addressed by staff immediately.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos including nude or semi-nude pictures (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell a DSL, but do not investigate it
- The school will take the child's wishes and feelings about what should happen into account when determining what action to take and what services to provide
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – including the victim(s) and the child(ren) against whom the allegation has been made and any others affected– with a named person they can talk to if needed
- The DSL will contact the children and young persons' service (CAMHS) for mental health support, if appropriate

The School will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent. This will now include embedding the now statutory Relationship Health Education into the school's curriculum
- Ensuring pupils know they can talk to staff confidentially by ensuring that the school's Family Support Worker, is available for pupils to talk to. Publicising her role with all pupils and parents/carers so that they know that she is available. Having two anti-bullying

champions in school, the FSW and Clare Tilling, who are available to discuss any concerns that pupils, parents/carers may have. All classes have mood thermometers which are used daily by pupils to indicate their emotional well-being which is then used by the teacher to support individually or to refer to Erica for attention as a matter of urgency.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

10. Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the local neighbourhood police, dialling 101 or the new school beat officer, Greg Steer.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

Curriculum coverage

At St White's School, pupils in upper Key Stage 2 are taught about the issues surrounding e safety and inappropriate content (including sexting) as part of our RHE curriculum including through PSHE education and computing programmes. Teaching covers the following in relation to inappropriate content and sexting by explaining:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) inappropriate content and/or images
- The receipt of such inappropriate content and/or images

This policy, along with the online safety and acceptable use policy, as well as the school's relationships and sex education policy is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

11. Notifying parents

Where appropriate, the School will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If the School believes that notifying the parents would increase the risk to the child, they will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, the School will normally notify the parents of all the children involved.

12. Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

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

We offer extra pastoral support for pupils with SEN and disabilities. This includes the provision of an onsite FSW (Family Support Worker)

13. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

The School will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

The School has an extensive Online Safety Policy that incorporates Acceptable Use Agreements, Technical Security Policy and Social Media Policy for staff, pupils and parents to sign. The Acceptable Use Agreements are situated in the front of children's planners and signed by all parties.

Pupil are not allowed personal mobile phones or cameras in school.

14. Complaints and concerns about school safeguarding practices

14.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with the School's procedures for dealing with allegations of abuse made against staff. **(See Appendix 3).**

14.2 Other complaints

Complaints relating to Staff or Governors private and personal history or conduct outside of school, in a private capacity, do not fall within the remit of the school complaint policy and will not be dealt with by the school *unless it directly affects the safeguarding of children at St White's.*

The Early Years team take account of requirements related to complaints set out in the safeguarding and welfare section of the statutory framework for the Early Years Foundation Stage (paragraph 3.4) that explains, the school must be alert to any issues of concern in the child's life at home or elsewhere. The school must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an

explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

14.3 Whistle-blowing

St White's School has a separate whistleblowing policy that covers concerns regarding the way the school safeguards pupils. The Whistleblowing policy explains:

- What areas of malpractice or wrongdoing are covered by the procedures
- The options available for reporting a concern, including who to approach within the school and externally
- How the school will respond to such concerns
- What protection is available to staff who report another member of staff
- The Early Years team take account of requirements related to complaints set out in the safeguarding and welfare section of the statutory framework for the Early Years Foundation Stage (paragraph 3.75) that explains, 'Providers must make available to parents and/or carers details about how to contact Ofsted, if they believe the school is not meeting the EYFS requirements. If schools become aware that they are to be inspected by Ofsted, they must notify parents and/or carers. After an inspection by Ofsted the school must supply a copy of the report to parents and/or carers of children attending on a regular basis'.

15. This policy also makes reference to the School's Health and Safety Policies and explains that:

- The school buildings and site are appropriately secure, with a clear record kept of any risk assessments carried out.
- The school is aware of the legislation regarding drone use. If a camera fitted drone flies nearer than 150 metres to the school, it will contact the police and the CAA (Civil Aviation Authority) following guidance available at: www.caa.co.uk/Consumers/Unmanned-aircraft/Our-role/Airspace-restrictions-for-unmanned-aircraft-and-drones/.

16. Training

16.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. If personal training is not available within 5 working days of the commencement of post, the online GSCE training will be undertaken first. Safeguarding training will be regularly updated and will be in line with advice from the three safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Whole school child protection training is undertaken every 3 years.

16.2 The DSLs and deputies

The DSLs and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also, along with all other staff, undertake Prevent awareness training.

16.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Governors must ensure that staff have due regard to the relevant data protection principles which allow them to share and withhold personal information as provided for in the Data Protection Act 2018 and the GDPR. (Appendix 9)

16.4 Recruitment – interview/appointment panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education 19th September 2020, and will be in line with local safeguarding procedures.

16.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have training that will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

17. Monitoring arrangements

This policy will be reviewed **annually** by the Head Teacher, Mrs Clare Tilling; the Family Support Worker; Deputy Headteacher and deputy DSL, Miss Roz Sykes; Assistant Headteacher and Deputy DSL Miss Fran Cinderey; and the safeguarding governor, Mrs Debra Clough. As part of the review, this policy will be shared with the staff of St White's Primary School. At every review, it will be approved by the full governing board. The Young Person's Guide to Keeping Children Safe, written by the Office of the Children's Rights Director, is shared with the school's children so that they are clear about how professionals should work together to help keep them safe.
https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/GUIDE_Young_Persons_Guide_to_Keeping_Children_Safe.pdf

18. Early Help

'Early Help' is an umbrella term that describes the work of many agencies engaged with children and families (NHS, schools, learning providers, voluntary sector, police, housing providers). We are all engaged to a greater or lesser extent in work that seeks to avert a problem developing and preventing difficulties from escalating or the deterioration of circumstances which could adversely affect children, young people and families. Early Help in Gloucestershire, is known as The Graduated Pathway.

Early Help is the right help at the right time. It's about identifying problems at an early stage and providing purposeful and effective help as soon as possible to prevent those problems escalating

and becoming more complex to resolve. Early Help can be offered to children and young people aged 0-19 (25 SEND) and to families and parents:

- So that problems don't arise in the first place (prevention)
- So that problems are dealt with early (early intervention)
- So that we support children, young people and their families when they are more vulnerable and have more complex or longer-lasting needs e.g. SEND

The school is committed to providing support and early help for all our children and families as soon as a problem emerges and before issues worsen. The School Offer Leaflet and Information Report, outline what SEND is and the school's SEND pathway that is followed to safeguard children who have additional needs, ensuring that barriers are removed so that they can make the progress that is commensurate with their ability. **See appendix 5.**

In addition, the school provides a range of early help to our families and the leaflet setting out what is offered is in **appendix 6**. The role of the family support worker is pivotal to the provision of early help within school and complements the Children and Families Directory, Family Information Service.
http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=_sCaAe_0PRU

- If early help is appropriate, the DSLs will support you in 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 practitioner.
- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

19. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff code of conduct
- Staff whistleblowing
- Complaints
- Health and safety
- SEN
- Medical
- Attendance
- Relationships and Sex Education
- Medical
- E-Safety
- Anti-bullying
- The Equality Duty
- Curriculum
- Privacy Notices
- These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education September 2020.
- Early Help Offer
- Safer Recruitment and Induction Policy
- https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/guidance-for-working-with-children-and-young-people/

List of Appendices:

- Appendix 1: Types of Abuse (see page 22)
- Appendix 2: Safer Recruitment and DBS Checks – Policies and Procedures (see page 23)
- Appendix 3: Allegations of Abuse made against Staff (see page 26)
- Appendix 4: Specific Safeguarding Issues (see page 30)
- Appendix 5: SEND Information Report (see school website)
- Appendix 6: Early Help Leaflet (see page 41)
- Appendix 7: Information Sharing Explanation Leaflet for parents (see page 45)
- Appendix 8: Single Consent to Share information form (see page 47)

Appendix 1: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. In the event of bullying being discovered, the school will use https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf and

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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: **Safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing New Staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

The School will seek references on all short-listed candidates, including internal candidates, before interview. We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

The School will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated Activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing Staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and Third-Party Staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. (This includes contractors who are provided through a PFI (Private Finance Initiative or similar contract).This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual

falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/Student Teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the *provider to be suitable to work with children*.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006.

Volunteers

The School will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3: allegations of abuse made against staff that meet the harm threshold

This section of this policy is written in accordance with the GSCE's allegation management guidance http://www.gscb.org.uk/i-work-with-children-young-people-and-parents/allegations-management/ and applies to all cases in which it is alleged that a current member of staff or volunteer has:

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

It applies regardless wherever alleged abuse took place. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or chair of governors where the Headteacher is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. The school, with the permission of the individual, makes a referral to Occupational Health and encourages them to communicate directly with their union to seek representation
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

The Early years team will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency. Where the police are involved, wherever possible the local authority and the school's governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether the child and/or person who has made the allegation is in need of help or may have been abused themselves and is making a cry for help. In these circumstances, a referral to children's social care may be appropriate. If the report is shown to be deliberately malicious or invented, the school will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)
- If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.
- Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer. The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements

that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Allegations against staff that do NOT meet the harm threshold
These can arise in several ways and from a number of sources including suspicion; complaint; disclosure made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.

Low level concerns are anything, no matter how small, even if it is only a nagging doubt, that an adult working for or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct including inappropriate conduct outside of work and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
Examples of such behaviour could include, but are not limited to

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

Staff are encouraged to report all possible instances to the DSL, including self-reporting if, on reflection, they think they may have been in a situation that could be misconstrued. All low-level concerns will be recorded in writing and will include the individual, the details of the concern, the context and action taken.

Records will be reviewed so that potential patterns of concerning problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the school that enable the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

Appendix 4: Specific Safeguarding Issues

Children Missing From Education

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

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

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

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

To help prevent the risk of a child going missing, the school will, where reasonably possible, hold more than one emergency contact number for each pupil.

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

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of sexual abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The indicators may well be different for boys and for girls. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being; • children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 9.4 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society

- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex and can occur online or face-to-face. Addressing inappropriate behaviour, even if it appears to be relatively innocuous can be an important intervention that helps prevent problematic, abusive and or violent behaviour in the future.

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 violence offences under the Sexual Offences Act 200322 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.25 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; and
- upskirting.

Upskirting

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by 'Upskirting'. This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and as such will be reported to the police by the member of staff who discovers that it has occurred, or who has witnessed it happening.

Serious violence

All staff should be aware of risk factors that include: being male; having been frequently absent or permanently excluded from school; having experienced child maltreatment; having been involved in offending such as theft or robbery. Also of indicators which may signal that children are at risk are involved with serious violent crime including: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are

concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 8.6 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Behaviour Policy, Anti-Bullying Policy, Attendance and Punctuality – Pupils Policy, Online Safety including Acceptable Use policy, SMSC Policy.

Checking the Identity and Suitability of Visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit. If the visitor is unknown to the setting, their credentials and reason for visiting will be checked, before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge. Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Children are trained to understand the lanyard system and know that they must not be alone with adults wearing red lanyards. Lanyards are given out:

- Red lanyards for visitors (no DBS)
- Yellow lanyards for supply teachers (DBS seen)
- Green for all visitors who have DBS checks completed.

Non-Collection of Children

If a child is not collected at the end of the session/day, staff will take the child to the school office where support staff will take charge of the child and record the time that they are collected in the 'Pupils Out' book along with the signature of the collecting adult.

The school will follow section 10 of the Attendance and Punctuality Policy which states that:

10.1 The school takes late collection of children very seriously. It accepts that emergency situations can arise due to unforeseen circumstances. Notification, however, must be given to the school as soon as the situation arises.

10.2 In the event of a child not being collected, the school will make every effort to contact their parents/carers. If this proves to be impossible, then the school will try to contact the alternative emergency name, who is authorised by the child's parent, to collect them on behalf of their parent/carer. If no contact has been established with the parents/carers, or emergency contact, within 45 minutes of the usual collection time, the school will follow their child protection procedures i.e. it will contact the Children and Families Services emergency duty teams on 01452 614 194 to report their concerns.

Missing Pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

Occasions when a child may go missing

Staff need to be mindful that a child can go missing at any time of the day. This may include:

- From an indoor lesson
- From an outdoor lesson
- Travelling about the school
- Other times that include:
    - At the start of the school day when children and parents are onsite and children are going to their classrooms.
    - At break and lunch times.
    - At the end of the school day when children and parents are moving about the site.
    - When children attend wrap around and the before and after school clubs.

Upon discovering a child is missing

It is important that the person discovering a child is missing knows what to do. What action is taken depends on who discovers the child is missing. Therefore, the following action should be taken by the following personnel.

Voluntary helpers will:

Immediately notify the class teacher. If the teacher is not available for whatever reason, they must inform the classroom support staff if there is one, or, if there is not, the nearest available teacher. They should state the name of the child (if known) or a description of the child (if the child's name is not known to them), what the child was last seen doing and where, and how long since they last saw the child. Thereafter they should assist with any organised search for the child as directed by the class teacher or the Headteacher.

Classroom Support Staff will:

Immediately notify the class teacher. If the teacher is not available for whatever reason they must inform the nearest available teacher. They should state the name of the child and what he/she was last seen doing and where, and how long since they last saw the child. Thereafter they should assist with any organised search for the child or supervision of the rest of the class as directed by the class teacher or the Headteacher.

Lunchtime supervisors will:

Immediately notify a teacher, or the DH or HT (whoever is found first). They should state the name of the child (if known) or a description of the child (if the child's name is not known to them), what the child was last seen doing and where, and how long since they last saw the child. Thereafter they should assist with any organised search for the child or supervision of the rest of the children as directed by the Senior Midday Supervisor or the Headteacher or Deputy Headteacher.

The Class Teacher will:

Conduct a search of the immediate surroundings, i.e. indoors - in the classroom (looking under tables, work surfaces and other possible hiding places such as cupboards), adjacent work areas and classrooms, nearby cloakrooms and toilets. Outdoors - in the immediate area where the child was last seen including looking under bushes and up trees etc. NB The teacher should quickly arrange for another adult (e.g. support staff or neighbouring teacher) to supervise their class while they conduct any search away from the class for which they are responsible].

If this initial search does not find the child the teacher shall begin a wider search of the school buildings and grounds including searching public areas in other parts of the school e.g. library areas, toilet and cloakroom areas, corridors, hall etc. (it is not necessary at this stage to search classrooms unless they are empty). The task of undertaking this search can be done either by the teacher personally or they can delegate this to a member of the support staff depending on the teacher's knowledge of the child including their emotional and behavioural characteristics.

At all times the rest of the class must be supervised by either the class teacher or a member of the support staff. If appropriate a neighbouring teacher can be asked to supervise the class (as well as their own) to enable both the teacher and the support staff to conduct the search.

If this search does not discover the missing child within a reasonable time the teacher must inform the Headteacher (directly or via the school office) of the missing child and the facts surrounding the child's disappearance.

The Headteacher will:

Take charge of the situation. If satisfied that the class is adequately supervised the Headteacher will join the teacher (and support staff if applicable) in searching the school premises for the missing child directing the teacher (and others) where to search (e.g. while he searches externally, the teacher searches internally) Alternatively, the Headteacher may direct the teacher (or support staff) to return to their class in order to continue supervising the class and to be a familiar adult should the missing child return to their classroom. In this situation the Headteacher will continue the search alone or with other available adults.

When the Headteacher is satisfied that the child is not on the premises he will instruct the office staff to contact the child's parents and inform them of the situation and to enquire if the child has returned home. If the child is at home the parents will be informed by telephone of the known facts surrounding the child going missing. If the child is not at home the Headteacher will, in consultation with the parents, begin a search outside of the school premises. If the parents cannot be contacted at home the Headteacher (or other adults as directed by the Headteacher) will begin a search outside of the school's immediate premises. This may include a visit to the child's home if this is near the school. If the child is not found within 45 minutes the Headteacher (or other staff if so directed by the Headteacher) will inform the police and, as appropriate, the social services and the Chairman of Governors of the child's disappearance.

Thereafter the Headteacher will follow the instructions of the police regarding the continuation of the search for the child.

The Office staff will:

Inform the Headteacher of the missing child and then await further instructions. They will not take part in the search but will instead contact the child's parents when instructed by the Headteacher to do so and inform them of the situation and enquire if the child has returned home. They will then hand communication with the parents over to the Headteacher unless directed otherwise by the Headteacher. If the parents cannot be contacted the office staff will, if directed to do so by the Headteacher, telephone the police, social services and Chairman of the school governors to inform them of the missing child and giving them such information as they may request. The school staff, including the Headteacher, will then continue the search as directed by the police and the office staff will continue to try to contact the child's parents. Missing Children Seen Running Off the Premises.

If, during the search, the missing child is seen leaving the premises, the member of staff witnessing this must inform the most senior member of staff immediately available or, if none is available, send a message to the office via a reliable messenger without losing sight of the child if possible.

As a general rule staff should not pursue a child beyond the school boundary. Instead they should report to the Headteacher where they last saw the child and the direction the child was heading so that this information can be communicated to the parents or police as appropriate. The member of staff should then return to their normal duties unless directed otherwise by the Headteacher.

In certain circumstances it may be appropriate for the member of staff to go beyond the school boundary, e.g. to retrieve a child who has accidentally wandered out of an open gate, or to follow/retrieve a child with special needs who has deliberately left the premises but in doing so does not understand the gravity of their action. Staff are expected to use their professional discretion in deciding whether or not it is appropriate to go beyond the school boundary in pursuance of such children. If a child is followed beyond the school boundary the member of staff must behave in a manner that is not threatening to the child. They must not run after the child as this may cause the child to run into a dangerous situation, e.g. the child might run into a road without looking out for traffic in an attempt to evade the pursuing, running adult.

In exceptional circumstances where a child is known to be liable to run off the premises, the school may prepare and enact contingency search plans involving named staff. When enacting these plans staff should be mindful not to put themselves or the child at risk.

Investigations

When a missing child has been located and safely returned to school, the child's family or the police, the Headteacher will conduct an investigation into the circumstances of the child going missing. This is in order to identify any factors that need to be addressed by the school or communicated to the parents to prevent a recurrence of the child going missing.

- Appendix 5: SEND Information Report (see school website)
- Appendix 6: Early Help Leaflet

A Parents' Guide

What is Early Help?

Early help is a way of getting extra support when your family needs it, but getting it as soon as difficulties start, rather than waiting until things get worse. It's for children and young people of any age. Help can come from all kinds of services and organisations who work together to support your family.

All children receive Universal Services however some children will need extra support in order to be healthy, safe and to achieve their potential. We want all our children and young people, including those with Special Educational Needs and Disabilities (SEND), to achieve the best possible outcomes and receive the support they need when they need it most.

We work with agencies in Gloucestershire to provide a holistic Graduated Pathway of Early Help and Support. This pathway enables practitioners to work with children, young people and their families ensuring they receive the right support when they need it most. The purpose of early help is to prevent issues and problems becoming serious and harmful to the child, young person, family and community.

When children and families need this extra support, they need it quickly. Provision of early help support can be at all stages of a child's life; pre-birth, during pregnancy, childhood or adolescence.

At St White's Primary School, staff, governors and parents work together as a team to ensure the continued improvements made over recent years are maintained and built upon.

Family Support Worker

The children who are most successful are those for whom parental involvement is high and encouragement from home matches the support and learning taking place at school.

We welcome your involvement in our school and would encourage you to get as involved as you possibly can.

> St White's Primary School knows that the key to a child succeeding in education is ensuring that they are happy and healthy. Early help is vital and therefore the School has a dedicated Family Support Worker, who works with parents and children within school to ensure that each and every child is offered all the support and help required both at home and in school.

Erica is available to speak to each day and had has specific drop sessions each week. She is also available for longer consultations that can be booked by appointment.

You can contact Erica via the school office on 01594 822311 or by e- mail: fsw@st-whites.gloucs.sch.uk

This leaflet offers information on some services that are available to parents and families within our community. However, there is a wide range of other support that Erica is able to signpost parents to.

Family Information Service:

An online resource containing national, regional and local information about services and activities for children, young people and families. The directory provides information on Disability, Money and Work, Parenting, Housing, Education, Health and Wellbeing, Childcare and Things to Do
www.glosfamiliesdirectory.org.uk

CAPdebt HELP

A charity offering a completely free service to help lift the burden of debt. Tel: 0800 3280006 www.capdebthelp.org

Greensquare

A short term intervention service to help address housing needs and promote independent living. Additional services include education training and work, budgeting, help with welfare benefits www.greensquaregroup.com

Two Rivers Housing

Welfare and Debt Advisors who can help tenants with a wide range of financial issues. www.tworivershousing.org.uk

Adult Education

A high quality provider of personal development learning for individuals – Maths, English and ICT courses being held in school.

Lunchtime/Playtime Support

Better play means happier children. Happier children mean less behaviour problems and a more positive attitude to school

Playing and Learning to Socialise (PALS)

A social skills and problem solving group program designed for use in childhood settings

- Behaviour Plans

Put into place to help a pupil to take responsibility for their own behaviour and to teach them how to make appropriate choices

Healthy Food

- The right nutrients can affect everyone's mood, behaviour, health, growth and even their ability to concentrate. Encouraging a well-balanced diet establishes healthy eating now and for the future

The Daily Mile

- An initiative to combat physical inactivity and childhood obesity

Mood thermometers

- A range of strategies to support children, which include early identification of anxieties and worries, with a class based scaling system that they access each morning

Gloucestershire Young Carers

- Provides a range of services for young carers who look after an ill or disabled family member www.glosyoungcarers.org.co.uk

Counselling

Toucan for Children – who support children with counselling through play therapy Teens in Crisis Plus- who support the school with counselling for children and families www.ticplus.org.uk

Interventions

Build2Express – Uses Lego as a tool for supporting children in communicating their thoughts and feelings around every day and imaginary situations. Thera-Build – Uses Lego for a therapeutic approach, based on playful, active interaction with children and young people to improve social skills, build resilience and promote good mental health. Build Happy Mood Monsters – Uses Lego to help children identify the range of emotions they experience, to understand how these emotions can affect them, to support the development of strategies for managing these emotions and to recognise the part they play in shaping their own future. Drawing and Talking - A therapeutic method of working with children which enables a child to express, in a visual form, worries and preoccupations that they would not be able to talk about.

Children & Young People's (Mental Health) Service (CAMHS)

Support the school with a range of services that include counselling for children, and sign posting parents to courses for advice

The Advisory Teaching Service

Specialist support for children with a hearing, visual or physical impairment or difficulties with communication, interaction, cognition, learning and behaviour

Educational Psychologists

A team of Educational Psychologists working for the Local Authority who offer a comprehensive psychology service for children, young people and their families.

Speech therapy

NHS Speech Therapy Lead – who supports the school's programme of SaLT (Speech and Language Therapy).

Health

The School Nursing Service - who support the school by attending TAC meetings, visiting children in school and liaising with other agencies involved in complex cases

My Plan/My Plan Plus/EHCP

If a child has a special educational need, this is identified by the school, and a My Plan is put in place if all parties agree. My Plans are designed to address the requirements of children who need something extra to ensure that they make good progress. To help parents and teachers provide effectively for these individuals, 30 minute long meetings are arranged every short term with the child, teacher, parents and the Inclusion Lead. Sometimes, other professionals are involved too. In these meetings progress is celebrated, strategies outlined to promote progress and support is offered. This process is a partnership and all parties are involved in implementing strategies to support the child. When everyone works together can the children reach their full potential.

If the child has greater needs, they are put onto a My Plan Plus with the agreement of the parents. This indicates that a child has greater needs and so these pupils have hour long meetings every six weeks but in every other way the process is the same as a child with a My Plan.

If a child has even greater needs, and is not making progress with a My Plan Plus, the school can apply for an Education Health Care Plan (EHCP) which involves asking the county council for funding to provide additional support to help ensure good progress.

Wrap Around Care

At St White's Primary School we are very proud to be able to offer 'Wrap Around Care' to our pupils and parents. Wrap Around Care offers early morning breakfast club from 7.30 am – 8.40 am and after school club from 3.30 pm – 5.30 pm. Both clubs are currently run in school by members of our support staff.

Opportunity Centre

Support for children from birth to 7 years with a special need/disability and their families.
www.fodopportunitycentre.org

Forest Pulse

A local registered charity which supports families living in the Forest of Dean who have a child with disabilities. www.forestpulse.co.uk

- PCSO's
- Local community police service – who support the school with a range of safeguarding strategies including road and internet safety that relates to CSE, cyberbullying and on line safety against grooming

GHLL

- An umbrella organisation for Gloucestershire Healthy Schools and Gloucestershire Healthy FE (Further Education)

FSM/Pupil Premium

- Funding that enables the school to provide additional support for disadvantaged and vulnerable children

www.gloucestershire.gov.uk/education-and-learning/school-transport-and-free-school- meals/apply-for-free-school-meals

Hilltops Children's Centre

Offer activities, information and support for families and carers with children aged 0-11 years

- Artspace

Offer after school creative clubs, and also the 'Your Future' Project that supports families who suffer domestic violence www.artspacecinderford.org

Salvation Army

- Support for families in need of furniture / white goods

Gleam Project (Forest of Dean Salvation Army)

A project to grow confidence and develop key skills, such as establishing trust and communication, setting and maintaining safe and appropriate boundaries, recognising, understanding and moderating emotions and developing an approach to life that fosters an attitude of respect and gentle leadership.

Positive Parenting Course – Care for the family

- A national charity which aims to promote strong family life and to help those who face family difficulties. Courses held in school

Food Bank

- Food Vouchers available for families, please speak to Erica, the school's FSW
-

Families First Plus

- The Families First Plus Team is one of a range of teams within the Early Help Partnership. The role of Families First Plus Teams:
- They support the coordination and development of local partnerships, provide advice, guidance and support through Community Social Workers and Early Help Co-ordinators. Provide targeted support – a range of family support interventions including whole family intensive work, parenting groups, specific interventions linked to an assessment of need

GDASS

Gloucestershire domestic abuse support service. Offers support to anyone over the age of 16 who has experienced or is experiencing domestic abuse www.gdass.org.uk

SENDIASS Gloucestershire

- Special Educational Needs and Disability Information, Advice & Support Service www.sendiassglos.org.uk
-

Further Information

For further help, advice and information:

Online Safety: www.thinkuknow.co.uk www.gscb.org.uk

Digital 5 a Day: www.childrenscommissioner.gov.uk

Parenting Guides: www.nspcc.org.uk

Child Sexual Exploitation (CSE) www.paceuk.info

Violence and Abuse: www.glostakeastand.com

Prevent: www.gloucestershire.gov.uk/schoolsnet/article/119459/Prevention-of-Radicalisation

-

Female Genital Mutilation (FGM:) www.gov.uk/government/publications/female-genital-mutilation-guidelines

Dangerous Drugs Network: http://www.gscb.org.uk/media/16228/drug-gangs-and-exploitation.pdf

- Appendix 7: Information Sharing Explanation Leaflet for parents

St White's Primary School
Challenge, Commit, Conquer and Celebrate

Sharing information without your consent

There are circumstances, even if you have not given your consent, when we may have to share your information without asking you. There are two situations where this could happen:

- if there is a legal duty for us to share your information
- if sharing your information is more important than protecting your confidentiality. This could be to make sure you, your family or others are kept safe or if there is a risk of a crime being committed.

We will not share your information without your consent, unless there is a concern that someone is at risk. This risk must be serious before we can go against your right to confidentiality.

What rights do I have?

You have the right to ask for a copy of the information held about you. For more information on how to do this, and what to do if you think your information is wrong please go to http://www.gloucestershire.gov.uk/dataprotection

You have the right to refuse to have your information shared. The consequences of not allowing us to share your information will be fully explained to you. We will review your consent to share information regularly to ensure that you still agree with who and what is being shared.

What if I have any questions?

If you have any questions about how your information is being shared, please speak to your worker in the first instance. If this is not possible, please ring the Children and Families helpdesk on 01452 426 565 and ask to speak to a social worker or community social worker.



St White's Primary School
Challenge, Commit, Conquer and Celebrate

Sharing Your Information

We work with partner organisations to support you and your family. To provide the best help available, we may need to share information to understand you and your family's unique circumstances.

This leaflet explains how your information is shared, when and why.



Introduction

St White's Primary School works with a range of partner organisations. These include:

- Health services
- Housing
- Children's services
- Schools and colleges
- Police
- District Councils
- Probation
- Private and voluntary sector organisations.

A number of these organisations might be working with you and your family. When people are working together they may need to share your information so that everyone can understand you and your family's circumstances and needs. Before information about you and your family is shared we will ask for your consent and explain what this means.

Why do we share your information?

Sharing your information helps the people working with you and your family to understand your circumstances and the needs you may have. It also means we can work together to provide you and your family with the best help and support available. We may also use your information to review services and carry out statistical research.

How do we share information?

People working with you and your family may use computers systems, speak to each other and/or write to each other. Your information will be transferred, handled and stored securely in accordance with the Data Protection Act 1998 and other relevant legislation.





What are the benefits of sharing information?

Sharing information means you and your family:

- Get the best help and support available
- Are not asked the same questions again and again
- Get quicker and easier access to services and support
- Find decisions are made quicker
- Receive more 'joined-up' help and support
- Are kept safe and well
- Are better informed.

What information will be shared?

Information will only be shared that:

- Will mean a better service is provided to you and your family
- Helps keep you and your family safe
- Helps keep other people safe. People working with you and your family will explain:
- Why they need to share your information
- What information they are going to share and who with
- The impact of not sharing information and what this could mean to you and your family.

Sharing information with your consent

We will ask you to agree to information about you and your family being shared. You will be asked to sign a 'Consent to Share Information' form. Your worker will give you a copy of this form and help you complete it if you'd like. Young people over the age of 12 who understand the process will be asked to give their own consent for their information to be shared.

Can I decide not to have my information shared?

Yes. However:

- This might make getting the help or support you and/or your family need slower or you might have to tell different people the same things
- If there is some information you don't want to share with some people and some information you are happy to share, please talk to your worker about this.

Sneyd Wood Road, Cinderford, Gloucestershire, GL14 3GD
Tel: 01594 822311
admin@st-whites.gloucs.sch.uk
http://www.st-whites.gloucs.sch.uk
www.facebook.com/stwhitesprimary

"This is a good school." Ofsted 2015

Appendix 8: Single Consent to Share information form

St White's Primary School

Consent to Share Information

COMPLETE WHERE APPLICABLE) (PLEASE PRINT)

Child/Young Person's name(s):		DOB: / / DOB: / / DOB: / / DOB: / / DOB: / /
Parent/Guardian/Carer's name:		
Parent/Guardian/Carer's name:		

I have been informed about the need to share information about me/my child so those working with me/my family can work together.

I have been given the opportunity to discuss what sharing and not sharing information will mean to me and my family.

I have received a leaflet about sharing information.

I understand that my information will be held securely in accordance with the Data Protection Act.

☐ I agree that my/my child's/children's personal information may be shared with those involved with me/my child(ren)

☐ I do not agree that my/my child's/children's personal information may be shared with those involved with me/my child(ren)

☐ I agree that my/my child's/children's personal information may be shared with those involved with me/my child(ren) **with the exception of:**

_____

_____

Signature of Parent/Carer:		Date: / /
Signature of Parent/Carer:		Date: / /

Signature of Young Person:	(MUST BE AGED 12 OR OVER AND ABLE TO UNDERSTAND THE PROCESS OF CONSENT)	DOB: / / DOB: / / DOB: / / DOB: / / DOB: / /

I have fully explained to the Young Person/Parent/Carer about information sharing and the involvement of other (external) services.

Signature of Worker:		Date: / /
Role:		

Appendix 9

Data handling expectations

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Information sharing is vita in identifying and tackling all form s of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes (KCSiE 2021)

Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice. The seven golden rules for sharing information will be especially useful
- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.