Paternoster School
Safeguarding Children Policy

Introduction

The Safeguarding of all children who attend Paternoster School is a key role and responsibility of all staff who work here, and an issue which is treated with the utmost seriousness. It is our collective responsibility to keep the children safe from harm, and potential harm, at all times and to report any activity which may threaten or affect the children's physical and emotional wellbeing.

We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive support and protection. Child Protection forms part of the school's safeguarding responsibilities

We are mindful of the fact that pupils with special needs are more likely to be abused and of the vulnerability of Children in Care. Due to the complex needs of most of the children, and their difficulties in communicating with adults, vigilance and observation with regards to changes in children's behaviour or physical wellbeing is crucial in recognising when children may be at risk. Furthermore, we recognise that children with SEND can have potential abuse put down to their needs (consider contextual abuse), may be prone to isolation and should have additional pastoral support.

We recognise that, because of their day-to-day contact with pupils, school staff are well placed to observe the outward signs of abuse. The school will therefore:
- Establish and maintain an environment where pupils feel secure, are encouraged to communicate/talk, and are listened to
- Ensure pupils know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for pupils to develop the skills they need to recognise and stay safe from abuse
- Ensure that Staff are aware of local policies and procedures that must be followed and which are under the direction of the Local Safeguarding Children's Board. Copies of the Gloucestershire Safeguarding Children's Executive, Child Protection Process are available in the school staff room, or by logging on to www.gscb.org.uk

Safeguarding and promoting the welfare of children is defined as:
- Protecting children from maltreatment
- Preventing impairment of children's health and 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 a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering or likely to suffer, significant harm.
The key message is safeguarding incidents could happen anywhere including online. Staff and volunteers should be alert to possible concerns being raised in this school

Aims

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

- Demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, ensure we, the school contribute to assessments of need and support packages for those children.
- Support pupils who have been abused in accordance with his/her agreed Child Protection Plan.
- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies, especially the Police and MASH (Multi-agency Safeguarding Hub)
- Ensure that all staff working within our school who have access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory DBS check and a single central record is kept for audit
- Ensure we practice safer recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels, check the suitability of staff and volunteers to work with children and ensure any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse by referring to the Front Door (previously Children's Helpdesk). Staff should ensure that they keep up to date records and know how to obtain Early Help so that children receive the right help at the right time and to coordinate with the relevant professionals.

Key Personnel

The Designated Safeguarding Leads (DSL) for Paternoster is Clare Duncan
Contact details clare.duncan@paternoster.sandmat.uk   Telephone: 01285652480
The Deputy Safeguarding Lead (DDSL) for Paternoster Annette Fidderman Head teacher Contact details head@paternoster.sandmat.uk
The nominated Safeguarding Governor is Allan Brown
Contact details Telephone: 01285652480
The Local Authority Designated Officer (LADO) is Nigel Hatten, supported by Tracy Brooks
Contact details Nigel.hatten@gloucestershire.gov.uk   /   Tracy.brooks@gloucestershire.glov.uk
Telephone: 01452 426994 /01452 426320

Supporting Pupils

We recognise that pupils who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum where pupils are taught to understand and manage risk through the PSHE curriculum. Relationship and Sex Education and through all aspects of school life. This includes online safety.
- The school ethos which promotes a positive, supportive and secure environment where pupils are encouraged to talk, are listened to, know they can approach staff with worries and are given a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children such as social care, child and adult mental health services and educational psychology service
- Supporting Liaising and working together with other agencies and services that support pupils and those involved in the safeguarding of children such as Gloucestershire Safeguarding Children Executive (GSCE), Social Care Services, Children and Young People's Services (CYPS), Educational Psychology Service, Youth Support Service (YSS), Operation Encompass (domestic abuse) and Prospect Training when arranging work experience placements and other work related opportunities for pupils
- Notifying MASH as soon as there is a significant concern
- If the school becomes aware that a child has witnessed domestic abuse it will follow Child Protection procedures
- Ensuring 'Children Missing from Education' procedures are followed when required
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is transferred to the new school immediately and their social worker is informed

Procedures

The school follows the procedures set out by the Gloucestershire Safeguarding Children Executive (GSCE – www.gscb.org.uk/handbook) for dealing with abuse or suspected abuse and follows and DFE guidance contained in 'Keeping Children Safe in Education (2019) by:

- Ensuring it has a designated senior person for safeguarding (child protection) and deputy DSLS's who have received appropriate training and support for this role and is part of the school's senior leadership team. One of them will be available at all times. (see GSCE job description for role of DSL)
- Ensure we have a nominated governor responsible for child protection who has received appropriate training
- Ensuring that the DSL and DDSL are updated regularly and at least annually to keep up with relevant developments in addition to undergoing relevant training every two years.
- Ensuring that all staff know they have a responsibility to safeguard all children and their families with whom they come into contact.

- Ensuring that all staff knows the names of the designated Safeguarding Lead (DSL) responsible for child protection and their role.
- Ensuring all staff understand their responsibilities in being alert to signs and responsibility for referring any concerns to the designated Safeguarding Lead responsible for child protection.
- Ensuring all staff are aware of the signs of Children missing from education, Radicalisation, Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) and understand their responsibilities for referring any concerns to the Designated Safeguarding Lead responsible for child protection.
- Ensure all staff annually read the relevant KCSiE document and can answer key questions from it correctly to show understanding
- Ensure all staff understand upskirting is a form of peer-on-peer abuse and a criminal offence
- Ensure all staff know the indicators that may signal that a child is at risk from, or involved with, serious violent crime and how to report it.
- Ensuring where abuse is suspected, any member of staff or governor or volunteer should immediately inform the school's DSL or in their absence the deputy DSL. Staff should also keep a written record of concerns about pupils on the school safeguarding log form, including marking the position of any marks or bruises on body outline sheet on reverse, and pass to the DSL, who will follow up and keep the form in the safeguarding file in a locked cabinet. If there is a welfare concern which is not a safeguarding matter, the school's welfare record form should be completed. If there is uncertainty which form should be completed, or any other query, staff should refer to the DSL for advice
- If a pupil discloses possible abuse, staff should not promise confidentiality to pupils. They should not press pupils for details or ask leading questions or attempt to investigate for themselves.
- Ensuring all procedures apply to school visits (day and residential) and extended services offered by the school. If staff leading school visits or after school clubs or the school summer scheme have concerns they should refer them to an available DSL/deputy DSL.
- Every member of staff has a duty to report any criminal convictions whilst in post to the headteacher (or in the case of the headteacher to the chair of governors).
- Ensure that the DSL or DDSL are available to discuss safeguarding concerns at all times, either in person or by telephone.

Staff should work within sight of a colleague if at all possible and inform a colleague if working alone with a pupil out of their view or taking a pupil to the toilet. Doors should be left ajar if staff are left alone with a pupil, if this is practicable. This is to protect staff against the possibility of allegations.

Responsibilities

Governors

- All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);

- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Gloucestershire Safeguarding Children's Executive and statutory requirements, are reviewed annually and that the Child Protection policy is publically available on the school website or by other means.
- Ensures that all staff including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy.
- All staff have read Keeping Children Safe in Education (2019) part 1 and Annex A
- Paternoster operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- At least one member of the governing body has completed safer recruitment training to be repeated every five years
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors
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Safeguarding Governor

- The governor with responsibility for safeguarding meets with the DSL three times a year and conducts the local authority safeguarding audit jointly with the DSL annually in December, drawing up an action plan, monitoring progress and reporting to the governing body on progress. The Safeguarding governor ensures Safeguarding is a standing agenda item at full governing body meetings, where any governor can raise an issue or question.

Designated Safeguarding Lead (DSL)

- The ultimate responsibility for Safeguarding Children and Vulnerable Adults at Paternoster school lies with the DSL.
- The DSL ensures that the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff
- Acts as a source of support and expertise in carrying out safeguarding duties for the whole school community
- Ensures that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus / on the school's website
- Develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at child protection conferences, strategy meetings and core groups

- Organises and holds care reviews and Multi Agency meetings to support pupils and families as required. The school's Parent Support Worker may be involved in organising and/or attending these as part of their work to support families.
- Keeps a safeguarding child protection file of written records (safeguarding log) of concerns about children, even where there is no need to refer the matter immediately. Maintain a chronology and record of telephone conversations and printed copies of emails and minutes of child protection conferences, strategy meetings and child in need meetings in the Safeguarding file.
- Ensures all records are kept securely; separate from the main pupil file, and in locked locations
- Ensures all staff and the Safeguarding governor have read Part 1 of Keeping Children Safe in Education (2018).
- Ensures leaders of outside user groups for the hydrotherapy pool who use the pool during the school day have DBS checks, including any escorts for baby swimming or physiotherapy groups who have more than one session at a time.
- Discusses reports or concerns of child abuse with staff and take decision on whether to refer to social care. Complete school safeguarding log and record all actions and date and file securely.
- Information about the safeguarding concern is shared by the DSL with those staff who need to know.
- Notifies the relevant social worker if there is an unexplained absence of more than a day of a pupil who has a Child Protection Plan
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- Will refer a child if there are concerns about possible abuse, to the MASH team.
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences
- Will liaise with the local authority and other agencies and follow GSCE procedures (outlined in available online at www.gscb.org.uk). They will be responsible for referring the matter to The Front Door (formerly Children and Families Helpdesk) (tel. 01452 426565) if appropriate.
- In the case of Wiltshire pupils, the DSL will notify the Gloucestershire Children and Families Helpdesk (As above. The helpdesk personnel should then notify Wiltshire) and also notify Wiltshire on 01225 773500 (or 0845 607 0888 for emergency team out of hours or 01793 853434 for area social worker Monday – Friday 9.00 – 5.00) (see separate Wiltshire Local Safeguarding Children Executive contact sheet, held by DSLs)

School Staff

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2018).
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH.
- Will provide a safe environment in which children can learn

Recruitment

Recruitment of Staff

The school ensures safe recruitment practices are always followed. The assistant head and DSL (Clare Duncan), the head and DDSL (Annette Fidderman) and Governor (Allan Brown) have undertaken Safer Recruitment training and accreditation. The school ensures at least one of them is involved in all recruitment and interviews.

The school keeps a Single Central Record (SCR) of all staff, governor and volunteer DBS checks. Identity checks are carried out and DFE prohibition checks for teachers.

Induction

Induction of Staff

An Induction meeting with the head or deputy teacher takes place usually before commencing in post. If this is not possible, a health and safety/safeguarding brief meeting will take place on or before the first day in post - this will cover the following:

- The school's Safeguarding/Child Protection policy
- GSCE Quick reference guide (with names of responsible persons)
- GSCE induction pack
- Safer Working Guidance
- Part 1 of Keeping Children Safe in Education (2018)
- (The full document is displayed in the staffroom)
- Conduct and whistle blowing policy - GCC
- Acceptable Usage Policy
- E safety policy
- Online or GSCE training will take place as soon as practicable for the new member of staff.
- The GSCE checklist is used when carrying out induction of all staff.
- The school will ensure every member of staff (including temporary and supply staff and volunteers) and governors know the names of the designated senior person responsible for child protection (DSL) and DSL's and their role. (This is achieved through staff and governor induction and by having this policy and GSCE procedures on display in the staffroom).
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse (either physical, emotional, sexual or neglect and responsibility for referring any concerns to the designated senior person responsible for child protection
- As part of staff and governor induction, the document 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' is discussed and staff sign to indicate they have read this. Staff also sign the school's Acceptable Usage policy.

Induction of Volunteers

This is carried out by Sam Beltran, Assistant Headteacher and includes:
- The school's Safeguarding/Child Protection policy
- GSCE Quick reference guide (with names of responsible persons)
- GSCE induction pack
- Safer Working Guidance
- Acceptable usage policy

Induction of Governors

The chair of governors and headteacher/DSL carry out an induction meeting with all new governors. This includes:
- The school's Safeguarding/Child Protection policy
- GSCE Quick reference guide (with names of responsible persons)
- GSCE induction pack
- Part 1 of Keeping Children Safe in Education (2018)
- Safer Working Guidance
- Conduct and whistle blowing policy - GCC
- Acceptable Usage Policy

Training

The school buys into the local authority safeguarding traded service. The DSL attends the DSL forums run by the Local Authority Designated Officer, in order to keep up to date with current practice. This includes developing knowledge and understanding of Child Sexual exploitation, Honour based violence, forced marriage, female genital mutilation and children missing in education and cyber-bullying.

Training for all Staff

All staff undertake GSCE Safeguarding/Child Protection training every 3 years, arranged through the Local Authority Designated Officer.
Online training via the GSCE is available in between the three –yearly training for new staff or training provided by other schools may be accessed.

Training for Designated Safeguarding Leads

The Designated Safeguarding Lead, deputy Designated Safeguarding Leads and Parent Support Worker undertake GSCE multi-agency Safeguarding/Child Protection training every two years.

Training for Safeguarding Governor

The Safeguarding governor undertakes GSCE multi-agency Safeguarding/Child Protection training every two years.

Training for Governors

Governors undertake yearly training alongside staff or online training.

Safer Recruitment Training

The head teacher, deputy head teacher, assistant head teacher and safe guarding lead and chair of governors undertake Safer Recruitment training and accreditation every five years.

Training for Parents

Parents are offered E-safety training through the school or via links with other schools.

Support for staff

All Staff

The school recognises that dealing with a safeguarding/child protection case may be stressful for staff. Staff have the opportunity to speak with their line manager (who is a DSL or DDSL) where support is required when dealing with a safeguarding/child protection matter and may request to do so.
Staff may also speak confidentially to a member of the school's 'Staffline' service.

Reflective Practice for DSL

The DSL will meet for practice reflection with the DSL from another Gloucestershire special school to carry out practice reflection three times a year. This is co-ordinated through the Gloucestershire Association of Special School Heads. The head and deputy head (DDSLs) may also be involved as appropriate.

Allegations Against Staff

The school follows the local authority Allegations Management procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors. The DSL or Head teacher will refer the allegation to the Local Authority Designated Officer (LADO). If the allegation is against the assistant head (DSL), the head will refer the matter to the chair of governors or safeguarding governor, who will contact the LADO.

Whistle Blowing

The GCC Code of Conduct and Whistle blowing policy has been adopted by the school. It is available in the policy file and staffroom.

Confidentiality

The school recognises that all matters related to safeguarding/Child Protection are confidential. The DSL will disclose personal information about a pupil to other members of staff on a need to know basis. All staff must be aware they have a professional responsibility to share information with other agencies in order to safeguard pupils.

All staff must be aware that they cannot promise a pupil that they will keep secrets which might compromise the pupil's safety or well-being or that of another.

The school will undertake to share its intention to refer a pupil to Social Care with the pupil's parents/carers unless to do so could put the pupil at greater risk of harm or impede a criminal investigation. If in doubt the school will consult with the GSCE or social care.

Definitions of Abuse and Neglect

(From Keeping Children Safe in Education, DFE, 2018)
Abuse is defined as 'a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. It is unlikely that abuse, neglect and safeguarding issues are standalone events that can be covered by one definition or label. In many cases multiple issues will interlink with each other.

Physical Abuse

"A form of abuse which 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

"The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone".

Sexual Abuse

"Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children".

Neglect

"The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs".

The following are typical vulnerabilities in children prior to abuse:
- Living in a chaotic or dysfunctional household (including parental substance abuse, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relative, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

Safeguarding issues often evolve around abuse and/or neglect, but may also be related to:
- Child Sexual Exploitation (CSE)
- Bullying
- Cyberbullying

- Peer on peer abuse
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and Youth Violence
- Gender-based violence/violence against women and girls (VAWG)
- Gender identity and sexuality
- Honour-based violence
- Medication
- Mental Health
- Private fostering situations
- Radicalisation and extremist behaviour
- Sexting
- Teenage relationship abuse
- Trafficking
- Sexual violence and sexual harassment

Government guidance on the above may be found on the Gov.UK website.

Peer on Peer Abuse

It is imperative that staff are aware that children or young people can abuse their peers. This is likely to include bullying (including cyber-bullying), hate incidents, upskirting, gender based violence/sexual assaults and sexting. The school has an anti-bullying policy that is strictly adhered to and any incidents are responded to immediately to prevent any escalation. Peer abuse will not be tolerated on any level and will not be passed off as banter or part of growing up. Any victim will be supported through the process. There are different gender issues that we must be aware of including sexual assault and initiation rituals.

Child on child sexual violence and Sexual harassment

It is imperative that staff are aware of part 5 of Keeping Children Safe in Education 2018 which provides guidance on managing reports of child on child sexual violence and sexual harassment.

Bullying including Cyberbullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including Peer on Peer abuse, including cyber-bullying, sexting and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. Parents are informed of where the bullying policy can be found on the website and the subject of bullying is addressed at regular intervals in PSHE education. All pupils are aware of a pupil symbolised anti bullying version of the policy.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include 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.

Honour –Based Violence (including FGM and Forced Marriage)

Honour based violence is a collection of practices used to control behaviour within families to protect the perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour based violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, Honour Based Violence may exist.

A **forced marriage** is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' For more information, see; http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/

Female Genital Mutilation (FGM)

Female Genital Mutilation is the partial or complete removal, or modification of, the female genitalia. It usually happens to girls between 5 and 15 years old but it has been known to happen to babies and older girls. It is cultural rather than religious and we should not refer to it as circumcision because this makes it sound like a medical procedure which it is not. It is illegal.

If a child talks about going on an extended trip or talks about something exciting happening or becoming a woman, this may be a sign that FGM is to take place.

 "Female Genital Mutilation (FGM): professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject." (From Keeping Children Safe in Education, DFE 2018)

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-agency Practice Guidelines: Female Genital Mutilation. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Children Missing in Education

Attendance, absence and exclusions are closely monitored. Children missing from education are at significant risk of underachieving, being victims of harm, exploitation and radicalisation, including sexual abuse and sexual exploitation. The head teacher or DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.
We follow LA guidelines and carry out the actions on the CME referral form checklist if we have any concerns that a pupil may be missing from education. If a child is subject to a child protection plan or is a child in care and goes missing from education, we inform Social Care immediately and follow the GSCE procedures.
Effective information between school, parents and local authorities is critical to ensure that all children of compulsory school age are receiving suitable education. Where reasonably possible school will hold more than one emergency contact number for each pupil.

Child Sexual Exploitation (CSE)

(From Keeping Children Safe in Education, DFE 2019):
"Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse". (Appendix 2)

Sexting

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Sexting refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age if 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving Sexting they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate

Substance Misuse

Clare Duncan, assistant head and DSL has undertaken training in identifying Substance Misuse and in using the Toolkit.
See GSCE website for further details.

Preventing Radicalisation/Prevent

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, which is defined as vocal or active opposition to fundamental British values. There is no single way of identifying an individual who is likely to be susceptible to extremist ideology. The internet and use of social media in particular has become a major factor in the radicalisation of young people. Staff should be alert to changes in pupils' behaviour which could indicate they may be in need of help or protection and use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 and we need to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty. As a part of this duty we need to assess the risk of our pupils being drawn into terrorism. If we believe that a child or young person in our care is at risk we must follow the local safeguarding procedures. We have filters in place to keep our pupils safe from terrorist and extremist material when accessing the internet and we teach our pupils about online safety. We conduct an audit of Prevent responsibilities at least annually.

Paternoster's Gloucestershire Encompass Commitment

As part of Paternoster School's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.
- In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team: Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

Channel

Channel is a programme which focuses on providing support at an early stage to children and young people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals. Engagement in the programme is voluntary. The Local Authority has 'Channel Panels' in place where individuals are assessed, consent is obtained and support is provided to the referred individual.
Further information on Preventing Radicalisation' has been included in Keeping Children Safe in Education September 2018 in line with:
Prevent Duty Guidance: for England and Wales, published in March 2015 as part as the UK's Counter Terrorism strategy. (P.10-15 for schools, registered childcare providers and further education).
The Prevent Duty, Departmental advice for schools and childcare providers, published in June 2015. This non-statutory departmental advice is for governing bodies, head teachers/principals, Designated Safeguarding Leads and school staff. The document clarifies what the prevent duty means for schools and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.
The following signs and behaviour are generally seen in children who are already being sexually exploited:
- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school

- Change in physical appearance
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts of suicide

The GSCE protocol should be followed (available on the GSCE website). The GSCE CSE screening tool should be used and sent to the police. Parents may be involved in its completion or the school may complete it and refer without parents' consent, as deemed appropriate.

The school participates in watching the GSCE' funded annual performances of the play 'Chelsea's Choice' about the risks of CSE - senior pupils, for whom this is deemed appropriate, attend.

Gloucestershire Multi-Agency Safeguarding Hub (MASH)

The Multi agency safeguarding Hub commenced during 2014. It involves professionals from different agencies sharing information and deciding on a proportionate response to it. Concerns raised via the Helpdesk are referred to the MASH. The MASH will make a decision within 24 hours.

Multi-Agency Risk Assessment Conference (MARAC)

MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in four localities, including Stroud and Cotswolds. The purpose of MARACs is "to share information to increase the safety, health and well-being of victims' – adults and children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm". The procedures now include schools. School should be contacted within 48 hours of an incident of domestic abuse and invited to attend the MARAC meeting. The school is committed to attending MARAC meetings.

Multi-Agency Public Protection Arrangements (MAPPA)

On occasion the school may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child or young person. The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of twelve months or more and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to children, known adults, public, staff and self. The police, probation and prison service are the lead agencies, with other agencies including Children and Young People's Service and educational settings, having a statutory duty to co-operate. Multi-agency meetings are convened to share relevant information and produce a plan of how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend. The multi-agency public prot3ection arrangements are overseen by a

Strategic Management Board. Membership includes the Lead for Child Protection from the Children and Young People's Service. There are links between the multi-agency public protection arrangements and the GSCE.

The school provides information for and/or attends MAPPA (Multi-agency Public Protection Arrangements)

Links to other policies

This policy also links to the following policies:

Providing 'Early Help' (see appendix)
Health and Safety
Staff Code of Conduct
Allegations Management
Use of reasonable force/physical intervention
Use of the school's Safe Space
Anti-bullying and hate crimes
Meeting the needs of pupils with medical conditions
Use of Medicines Policy
Educational Visits
Intimate Care
On line Safety
Acceptable Use Policy
Attendance Policy
Whistle Blowing and Code of Conduct (GCC)
Equalities Policy
Physical Intervention
Behaviour
Special Educational Needs
PSHE policy
Sex and Relationships Education
Children Missing from Education procedures (GCC)
Conduct (GCC
Grievance (GCC)
Personal, Social and Health Education

Review
This policy will be reviewed annually by the governing body.
Revised September 2019
Next review date: September 2020

Appendices

Appendix 1 to Safeguarding policy

Early Help at Paternoster School

'Early help' means providing support for a pupil and their family as soon as a problem emerges, at any point in a child's life or school career.

Early Help involves early identification of pupils' and families' needs or challenges and responding to them effectively in order to help families deal with issues. This is done by working with others to provide and share information, and access advice and services for families when needed, thereby supporting them to resolve their concerns as needs emerge in order to prevent concerns from growing**.**

Early Help is central to our work at Paternoster. Our Early Help offer identifies the need for help for pupils and families as soon as problems begin to emerge or when there is a strong likelihood that problems may emerge in the future. The Early Help offer includes universal and targeted services designed to reduce or prevent specific problems from escalating or becoming entrenched. Our Early Help offer provides a 'doorway' through which families can access additional support. The school is committed to building positive relationships with pupils and their families and supporting them by offering early help to avoid escalation of issues by ensuring a multi-disciplinary approach that includes a range of skills and expertise.

We employ our own Parent Support Worker (PSW) who plays a vital role in providing our offer of early help. S/he acts as a point of contact for parents to support with advice on continuing school programmes at home, benefits, behaviour or referring on or signposting to organisations who may offer further help and support. The PSW organises courses and workshops for parents, (based on needs identified in the school's annual parents' questionnaire and other requests or needs identified by parents) and coffee mornings/afternoons – some of which have speakers and some of which are informal for parents to chat to each other and the PSW.

The school's use of home school diaries, email and telephone contact with families and the school's open door policy means parents may contact the teacher, PSW or head teacher for advice with regard to any concerns or needs.

School or families may raise concerns and decide on next steps. If a family does not consent to a further referral for help and support, the head teacher who is the Designated Safeguarding Lead, will consider whether a referral to social care may be necessary for safeguarding reasons.

We work closely with pediatricians, social workers, lead professionals, Families First Plus (formerly the Targeted Support Team), youth support team, school nurse, Children and Young People's Service (CYPS) community nurse, educational psychologist, speech and language therapist, physiotherapist, occupational therapist, advisory teachers for visual impairment and hearing impairment, the Virtual School for children in care, and for Wiltshire pupils the SEND Lead workers.

Referrals may be made to one of the new district Families First Plus teams in Gloucestershire. The aim of this early help provision is to offer support to vulnerable families, children and young people at an earlier stage and reduce the demand on specialist services. The Families First team provides advice and targeted support through its early help co-ordinators, community social workers and family support workers. We liaise with them and make referrals as appropriate to the needs and requirements of individual pupils and families.

Where appropriate we host or initiate child in need multi-agency or team around the child (TAC) meetings for pupils as required. These may be arranged by social workers and held in school or arranged by the head teacher or parent support worker.

We will make referrals to social care (the children's helpdesk) where we feel pupils may be at risk of:
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Domestic abuse
- Female Genital Mutilation (and report to the police on 101)
- Forced marriage
- Faith abuse
- Gangs and youth violence
- Gender based violence
- Honour based violence
- Fabricated and induced illness
- Sexting
- Teenage Relationship Abuse
- Private fostering situations

Or where we have reason to believe they may be affected by Drug or Alcohol abuse or mental health issues within the family.

Children missing from education
We contact families on a daily basis to establish why pupils have not attended school (see school Attendance policy). If pupils are on a child protection plan, we contact the local authority to inform them of unexplained absence. Where any pupil is missing from school for ten days we inform the local authority in accordance with the Children Missing from Education procedures. We also contact the local authority where any pupil is removed from the school to be home educated or where they are not registered at another school.

Child Sexual Exploitation
The CSE screening tool is used and a referral made to the Gloucestershire police central referral unit.

Radicalisation and Extremism
We identify those at risk and follow GSCE/Prevent and Channel Panel procedures.

Our website contains details of organization's which support parents and links to charities. Further information is also available in the school reception area and from the parent support worker.

Appendix 3 CSE screening tool

CSE Screening Tool – Guidance for completing the revised CSE screening tool

This guidance is meant as help and direction for the completion of the revised CSE screening tool. The tool has been revised following the publication of the Gloucestershire Safeguarding Children Executive Child Sexual Exploitation Commissioning Strategy 2014. It has been developed by a joint working group from Social Care, Education, Police and Youth Support, and uses best practise from other local authorities.

1.0 - What is Child Sexual Exploitation (CSE)?

Revised statutory definition of child sexual exploitation (Feb 2017)

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

The new Working Together advice on CSE and the new definition can be found here:
https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners
Both the definition and guidance document can also be downloaded from the GSCE website, alongside other resources for professionals including the CSE Screening Tool and guidance notes, CSE Protocol, CSE Strategy and links to both e-learning and multi-agency CSE training:
http://www.GSCE.org.uk/i-work-with-children-young-people-and-parents/issues-affecting-children-and-young-people/child-sexual-exploitation-and-missing-children/
In Gloucestershire the strategy also includes (where appropriate) young people who are 18-25 years, for example when the young person has already been engaged with CSE work before they are 18 years of age.

2.0 - Purpose of the screening tool, what it's for, how it will be used

- These tools help to build a picture for the Police, Youth Service and Social Care. They can help to give an indication of concern about an individual, a district or the county, perhaps something happening in a particular school or education setting. They can help police and youth workers make connections and identify networks between young people who associate together, or through mutual acquaintances.
- You may have a lot of detail about one aspect of a young person's life, which can be very informative. Alternatively, you may know a little about lots of areas.
- Tools will be recorded and stored allowing information to be gathered over time to strengthen or clarify what is known.

3.0 - Importance of completing the tool

Something has prompted your concern about a child or young person. Please complete the form. CSE may be ruled out at a later step however it may still be appropriate for the child to receive support or intervention.

4.0 - Advice for completing the form

- The form does begin with guidance about information sharing and this is statutory guidance. For further information there is a link at the bottom of the screening tool.
- Complete as much as you can – it is not expected that every box to be ticked. Please put down whatever evidence or information you have. Please don't delay in submitting the form in the hope of getting more information; you can always add information at a later stage if you learn more.
- If you want to update a screening tool that you have already submitted, do not start a new one from scratch. Update the existing tool using a differently coloured font.
- Detail is particularly important, so put down what you know, even if it does not seem like very much.
- If you are completing the form with the young person themselves, please choose a location that they are comfortable with; think about privacy.
- The form MUST be submitted as a Word document and not a PDF to enable teams to process and update.

5.0 - Sections: what each section is for, what info is needed

Section 1 – This is for the details of the person who is completing the form. It is important that we know who has submitted the form.

Section 2 – This is for the details of the referrer if they are different from the person completing the form e.g. a social worker may complete one of these over the phone with a concerned parent. The parent would be the referrer (section 2), and the social worker would put their details in section 1. If the person referring and completing are the same, section 2 should be left blank. It is important that we know where concerns have originated. Professionals, such as teachers, are expected to complete a form for themselves, and should not expect another professional to complete it for them. However, it is reasonable that professionals might seek support and guidance to help complete the form.

Section 3 – This is the section for recording the personal information of the young person about whom there are concerns. Please complete as much of this section as you can; it's unlikely you'll know everything so don't be concerned about sections left blank. All the information that can be gathered helps builds a picture of the young person's life. This section also asks for some back ground information about the young person's family, health, education and social care involvement.

Section 4 – Looked after status: this helps us understand the young person's background and legal status, and where additional information about them might be found.

Section 5 – This section indicates experiences that may make the young person vulnerable.

Section 6 – This section records what the concerns are about this young person, and why CSE is suspected. Please include anything that you are concerned about; your referral may only be one part of the puzzle. Something has prompted you to complete this form, so please do log your concerns. There is a specific question regarding information about known suspects and perpetrators which is important to complete if you do know anything.

Section 7 – A space for any additional concerns or information that you think would be useful to know regarding the young person and their circumstances.

Section 8 – A place to write any information you have about safeguarding practices that may have been implemented (or planned) in regards to the young person.

Section 9 – Please indicate whether you are aware of any other screening tools completed for this young people, for example substance misuse or domestic abuse. This supports work to identify children at risk at an

early stage across all agencies ensuring appropriate assessments are in place and referrals to relevant services for intervention and support are made.

Sections 10 – Please do not complete these sections; this section is only for the **CSE Coordinator** or **allocated social worker** and their supervisor to complete.

If you are the **allocated social worker** this must be completed prior to sending it to the CSE team

6.0 - Next steps for the completed Screening Tool

Upon completion this form may contain data categorised as 'official sensitive'. You therefore need to be very careful when submitting the completed Screening Tool.

The Screening Tool is sent to the Children and Families Helpdesk through a secure route:

Allocated GCC social worker	Once form is recorded on Liquid Logic please send a copy from your normal GCC e-mail using 'Egress' to Francesca Price, CSE co-ordinator **at** csescreeningtool@gloucestershire.gov.uk
Internal GCC(but not the allocated social worker)	If you are an internal GCC staff member) use the 'Egress' system to send the e securely to childrenshelpdesk@gloucestershire.gov.uk
Non GCC	• If your organisation has access to government secure e-mail (GCSX / PSN / .net / CJSM) please use Childrenshelpdesk-gcsx@gloucestershire.gcsx.gov.uk • You can also use the 'Egress' system to send the email securely to childrenshelpdesk@gloucestershire.gov.uk
By post	If you do not have access to any of these email addresses or systems please send the document in the post recorded delivery or deliver it by hand, marked 'official sensitive and confidential' and 'For the attention of the Children and Families Helpdesk' to Shire Hall main reception, Westgate Street, Gloucester.

7.0 - What happens when a form is submitted? (see CSE process map)

- The customer service officers will log the contact and send it to the Police CRU and the CSE Coordinator
- The form will be logged and the information compiled, and links are made to MASH or other areas where required
- Daily decision meeting takes place within the CSE team, and the tool will be rated for levels of concern and priority.
- Actions are recorded and feedback will be provided to the original referrer
- Different activities take place depending on the level of concern, with different roles for Police, Youth Services, Social Care and CSE staff

Appendix 4

<u>**Glossary**</u>

WORD	DEFINITION
GSCE	Gloucestershire Safeguarding Children Executive
MASH	Multi Agency Safeguarding Hub
MARAC	Multi Agency Risk Assessment Conference
MAPPA	Multi Agency Public Protection Arrangements
KCSiE	Keeping Children Safe in Education
LADO	Local Authority Designated Officer
DSL	Designated Safeguarding Lead
CME	Children Missing in Education
CSE	Child Sexual Exploitation
FGM	Female Genital Mutilation
DfE	Department for Education
DBS	Disclosure and Barring Service