

COALWAY COMMUNITY INFANT SCHOOL

CHILD PROTECTION POLICY

Coalway Community Infant School fully recognises its responsibilities for child protection.

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

- Ensuring we practice safe recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children's Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan.
- Establishing a safe environment in which children can learn and develop.

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

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

We will follow the procedures set out by Gloucestershire Safeguarding Children Partnership (GSCP) and take account of guidance issued by the Department for Education to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the school's Senior Leadership Team. (The Designated Safeguarding Lead for Child Protection at Coalway Infant School is the Head Teacher. If she is not available, then any matters of concern should be referred to the Deputy Designated Safeguarding Leads, the Deputy Head Teacher or Family Support Worker).
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the Governing Board knows the name of the designated senior person responsible for child protection and their role and have received a safeguarding induction within their first 7 days of employment.
- Following local recommended guidance, the Designated Safeguarding Officers will endeavour to undertake the GSCP multi-agency training every 2 years, and ensure that all staff, including non-teaching, volunteers, administrators and TAs undertake whole staff refresher training every 3 years. In addition, all staff members will

receive regular updates as required, and at least annually (for example via staff meetings and email alerts).

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection. (Staff should refer to Appendix 1 for descriptors and categories of abuse).
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school Child Protection Policy and making sure this is known/made available to parents.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan or is subject to a Child in Need Plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations. (N.B. Use of Child Protection information will comply with the Data Protection Act).
- Follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors and governors (see Allegations of Abuse Policy and Procedures: Allegations Management document).
- Ensure safe recruitment practices are always followed (see Safer Recruitment policy).
- Ensure all staff have read and understood Part 1 of 'Keeping Children Safe in Education' (DfE September 2021) and 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (Safer Recruitment Consortium May 2019).

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

- The content of the curriculum, including considering e-safety issues such as access to the internet, mobile phones and social networking sites.
- A curriculum (including extra-curricular activities) that promotes pupils' self-esteem and teaches them how to protect themselves and to respect difference and diversity.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Addressing problems of bullying, racist, sexist, disablist, homophobic, gender/sexuality-biased or any other abusive or inappropriate behaviour as soon as they are notified, and incorporating procedures for these into safeguarding and behaviour practices.

- Liaison with other agencies that support the pupil such as social care, health care, Child and Adult Mental Health Service and Educational Psychology Service.
- Ensuring that, where a pupil who has a Child Protection Plan or a Child in Need Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

PROCEDURE where abuse is suspected/alleged (including Referral Process):

We will follow the procedures set out by the Gloucestershire Safeguarding Children Partnership (Appendix 2)

1. Any member of staff, temporary and supply staff, and volunteers who by virtue of a child's behaviour or appearance becomes suspicious of abuse, or is told by a child or adult that abuse has taken place, should immediately inform the Designated Safeguarding Lead within the school i.e. the Head Teacher or in her absence, the Deputy Designated Safeguarding Lead (the Deputy Head Teacher or Family Support Worker).
2. If there is injury and the injury requires immediate treatment, the nominated person should arrange this without delay in whichever way seems most appropriate and then continue to follow the procedure below.
3. If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. No promise of confidentiality should be made.
4. The concern should be accurately and legibly recorded in writing by the member of staff and passed immediately to the Designated Safeguarding Lead. A full written record of the nature and the circumstances surrounding the concern should be kept on the school's system.
5. Contact the Children's Practitioner Advice Line for advice if necessary (01452 426565).
Any concern regarding attendance coupled with illness or reticence to share information or delaying tactics used by parents should be followed up by logging a Child Welfare Concern as above.
6. If the decision is taken to make a referral, unless concerns involve serious injury or sexual abuse, tell parents that you are worried about how the child seems and that you are going to make a referral.
7. The designated person will contact Gloucestershire MASH to make a referral for an assessment (01452 426565). A Multi Agency Request Form (MARF) should be completed within 48 hours as written confirmation of a verbal request (Appendix 3), using the Gloucestershire Children's Services Portal.
8. The referrer will be contacted by a social worker within 24 hours (or immediately if an immediate risk) to discuss further action.
9. Social care will then take responsibility for managing any subsequent enquiries. (If accepted the referral will lead to a Section 17 Single Assessment to determine whether there is suspected actual harm or likely significant harm. A Strategy meeting may be convened and Section 47 procedures followed).
10. Staff members should be prepared to attend Safeguarding Conferences and supply information, in writing if possible, as to any allegations made at school, other concerns regarding the child's behaviour at school or contact with the parent(s)/carer(s) as well as academic and general progress at school. If unable to attend, written reports should be submitted.
11. School staff should be prepared to be part of the Child Protection Plan formulated by the Safeguarding Conference and to monitor future behaviour. They must also

be prepared to be part of the core group and/or multi-agency meetings, where appropriate.

12. Designated Safeguarding Leads may be contacted by the MASH Multi-agency Safeguarding Hub if a referral has been received externally to the school. Staff will be expected to provide information about the child and family within the MASH 24 hour timescale.

(N.B. Resolving professional difference (escalation policy): The resolution of professional difficulties (escalation) procedures should be followed should the school feel that the response from social care has not addressed concerns about the child - obtained through the Safeguarding Children Service).

PROCEDURE covering alleged child abuse by members of staff – Allegations Management (including supply staff, governors, volunteers or the Head Teacher)

See separate 'Allegations of Abuse Policy and Procedures: Allegations Management' document for full details.

The procedure as outlined on-line by the Gloucestershire Safeguarding Children Partnership is followed within this policy.

Additional Procedures to note

Procedures as outlined on-line by Gloucestershire Safeguarding Children's Partnership will always be followed. (This ensures that the school follows the most up-to-date procedures at all times, as recommended by GSCP).

The following list is non-exhaustive, however relevant procedures/processes are detailed on the GSCP website should they be required regarding:-

- Safer Recruitment (see also school policy)
- Safer Working Practice (see also school policy)
- Whistle Blowing (see also school policy)
- Child missing from education
- Child missing from home or care
- Child Sexual Exploitation
- Gender identity and sexuality
- Gender-based violence/violence against women and girls (VAWG)
- Honour Based Violence
- Forced Marriage
- Female Genital Mutilation (FGM)
- Hate
- Anti-Bullying including cyber-bullying (see also school policy)
- Domestic violence/abuse
- Drugs, substance misuse
- Fabricated and Induced Illness
- Faith abuse
- Medication
- Gangs and youth violence
- Mental health
- Missing children and adults

- Peer on peer abuse (see also Appendix 4 for further information and GCC Information leaflet for staff)
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking
- Multi Agency Public Protection Arrangements (MAPPA)
- Multi Agency Risk Assessment Conference (MARAC)

Review

This policy will be reviewed annually or earlier as necessary/dictated by changes to legislation/LA procedure.

Date of policy: November 2021

Review Date: November 2022

N.B. Reference should also be made to the school's Early Help Offer, Behaviour, Anti-bullying, Equality, First Aid, Health and Safety, Safer Recruitment, Relationships and Sex Education, Special Educational Needs and Disabilities, and Complaints policies. Reference may also be made to the school's Designated Safeguarding Lead Job Description

Appendix 1

DEFINITIONS & INDICATORS OF CHILD ABUSE AND NEGLECT

The following definitions and indicators are taken from the DfE document 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges', September 2021.

ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

PHYSICAL ABUSE

Physical abuse is 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

Emotional abuse is 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (also known as peer on peer abuse – see Appendix 4).

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve the parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

Other safeguarding issues all staff should be aware of include:

CHILD SEXUAL EXPLOITATION (CSE) and CHILD CRIMINAL EXPLOITATION (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

CSE is a form of child sexual abuse (see sexual abuse definition above). CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Appendix 4

PEER ON PEER ABUSE

The following information is taken from the DfE document 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges', September 2021.

Children can abuse other children (often referred to as peer on peer abuse). Abuse can happen both inside and outside of school or online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

It should be understood that, even if there are no reports in school, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to the Designated Safeguarding Lead (or Deputy).

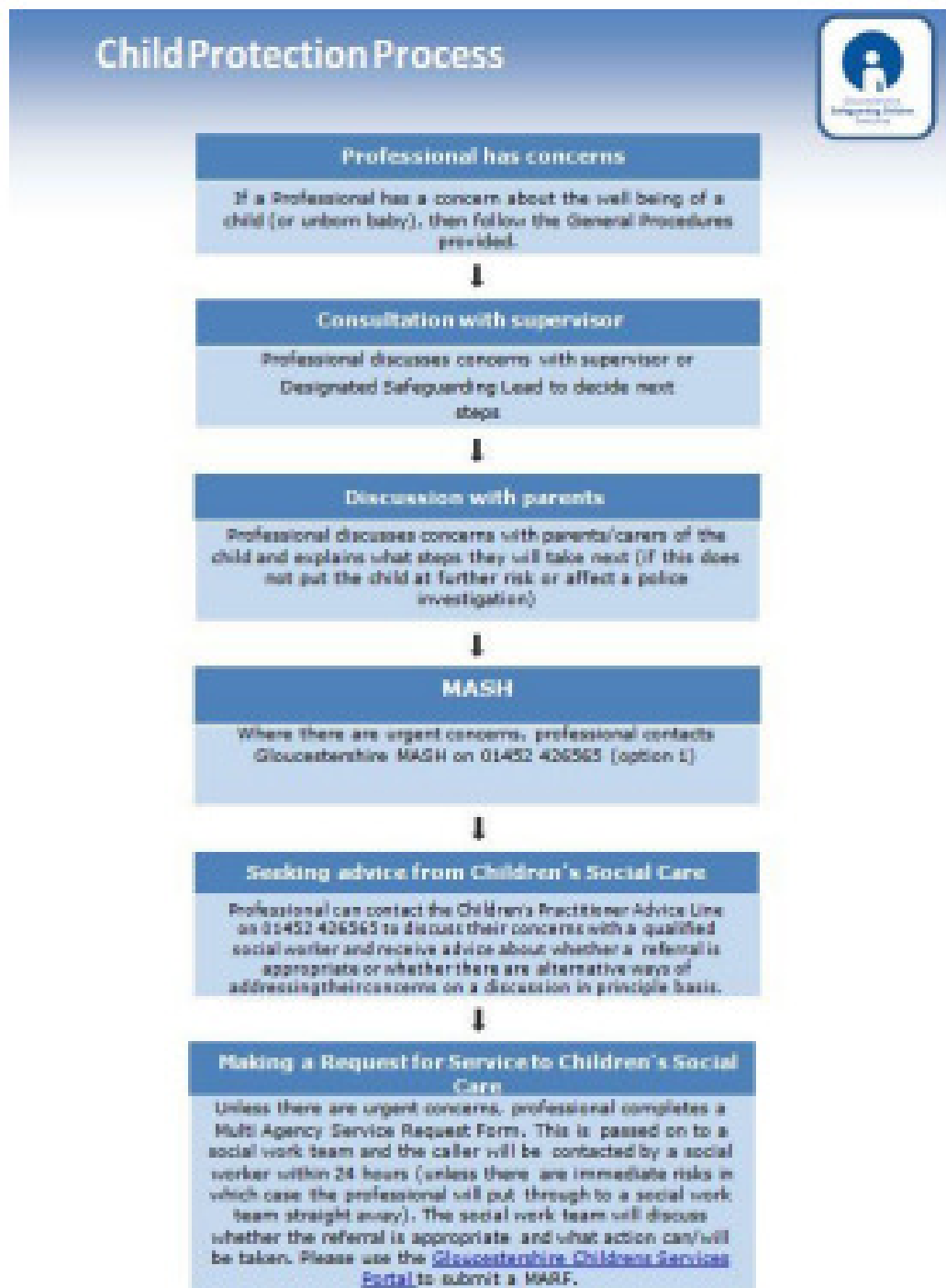
It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Appendix 2:

Procedures where abuse is suspected – Making a Child Protection Referral



Referrals to Social Care



Professional has made a referral to social care



Confirm in writing

If due to urgent concerns, a MARF was not completed at the time of the initial contact, then the referral must be followed up in writing within 48 hours.
 Childrenshelpdesk@glosoucestershire.gov.uk
 Gloucestershire RASH, Block 4, 5th Floor, Shire Hall, Glos.
 GL1 2TG



Assessment

If accepted the referral will lead to an Assessment being commenced to determine whether there is suspected actual harm or likely significant harm.



Strategy Discussion

The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 3 working days).



**Section 17
Child in need of services**

Section 17 services are required when there are health or development concerns. These are determined through an assessment of need and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.



**Section 47
Child in need of protection**

A Section 47 enquiry is required because it is judged there is suspected actual harm or likely significant harm to the child. An assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.



Outcome of Assessment

The Assessment may confirm child protection concerns in which case a Child Protection Conference should be held within 15 working days of the last strategy discussion.
 (It may also determine that services are required under Section 17).

Multi-Agency Service Request Form

Complete the form and send it, securely, to either, Childrenshelpdesk-gcsx@gloucestershire.gcsx.gov.uk or Children & Families Helpdesk, Block 4, 5th Floor, Shire Hall, GL1 2TP or Fax: 01452 427 359

If referring to Children's Social Care, please complete this form. If you need advice or guidance in relation to your concern then please contact the appropriate Referral & Assessment Team.

Only contact the Children and Families Helpdesk where URGENT prior to completing the form

1. Child/Young Person's Details

Name	Date of Birth (DoB)	School/Nursery	
Ethnicity	Language	Interpreter Required	Religion
		Yes / No	
Disability/Special Needs			

2. Child/Young Person's Current Address

Address			
Postcode		Tel. No.	

3. Family/Household Composition (Parents/Carers/Siblings/Others)

Name	DoB	Relationship to child	Ethnicity	Language	Household Member	Parental Responsibility
					Yes / No	Yes / No / Don't Know
					Yes / No	Yes / No / Don't Know
					Yes / No	Yes / No / Don't Know
					Yes / No	Yes / No / Don't Know
					Yes / No	Yes / No / Don't Know

4. Awareness and Consent (Read section 4 of the guidance before completing this section)

Parent/Carer is aware of the request	Yes / No / Don't Know
Young Person is aware of the request	Yes / No / Don't Know
Parent/Carer has given consent for request	Yes / No / Don't Know
Young Person has given consent for request	Yes / No / Don't Know
If 'No' to any of the statements above, please state your reasons (i.e. your decision made to override the need for consent)	

Once completed a copy of this form must be returned to the requester within 48hrs.

Please ensure this form is sent securely

Multi-Agency Service Request Form

5. Other Agencies/Professionals and GP involved with the child/family

Name	Agency	Role	Contact Details

6. Your Agency/Professional involvement with the child/family

Enter details below including length of involvement & previous requests/referrals made to other relevant agencies.

Details			
Is a Common Assessment Framework (CAF) in place?	Yes / No	Date	
		Status	Open / closed / Don't Know
		Lead Professional/Agency	

7. Reason for Request

You must state the nature of the concern or perceived risk in as much detail as possible regarding:

The Child/Children's needs	
The Parents/Carers & their parenting capacity	
The wider family & environment	
Describe the response requested of Children's Services and any action you intend to take	

8. Requestor Details (where can you be contacted over the next 24 hours)

Name of Requestor		Agency/Role	
Email Address		Telephone	
Postal Address		Date Submitted	

9. To be Completed by Children's Social Care Team

Outcome of request (Circle as appropriate)	Request Accepted		Assessment	Provision of information & advice	Other	No Further Action
	YES	NO				
Decision Made By			Team Name		Date	

Once completed a copy of this form must be returned to the requester within 48hrs.

Please ensure this form is sent securely