

Ellwood Community Primary School

Believe, Achieve, Belong



Child Protection and Safeguarding Policy

Date reviewed: July 2024

Next renew date: July 2025

Introduction

Ellwood Community Primary School is committed to Safeguarding and promoting the welfare of all of its pupils. The Governors, and staff, fully recognise their legal responsibility to safeguard and prioritise the welfare of the pupils. We recognise our duty to work with other agencies to ensure there are robust arrangements to identify, assess and support pupils who may be at risk of harm. The school recognises that all staff, including volunteers and students, have a full and active part to play in protecting our pupils from harm.

At Ellwood Community Primary School, we follow the: In Gloucestershire we have the [Gloucestershire Safeguarding Children Partnership Procedures Manual](#) through Trix

Safeguarding is everyone's responsibility.

This policy has been developed in accordance with the principles established by the Children Act of 2004; the Education Act 2002 and is in line with statutory guidance: 'Working Together to Safeguard children' [DfE, 2023] and 'Keeping Children Safe in Education' [DfE, latest version]. This policy also takes on board procedures and guidance set out by Gloucestershire Safeguarding Children's Partnership [GSCP] [[Gloucestershire Safeguarding Children's Partnership \[GSCP\]](#)] and due regards to other legislation and guidance but not limited to the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Sexual Offences Act 2003

- General Data Protection Regulation [GDPR]
- Data Protection Act 2018
- The Childcare [Disqualification] and Childcare Regulations 2018

Statutory Guidance

- HM Government [2013] 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE [2024] 'The Prevent Duty guidance'
- DfE [2018] 'Disqualification under the Childcare Act 2006' [Disqualification under the Childcare Act 2006](#)
- [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)

Non-statutory guidance

- DfE [2015] 'What to do if you're worried a child is being abused'
- DfE [2018] 'Information sharing'
- DfE [2017] 'Child sexual exploitation'
- DfE [2021] 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE [2021] 'Review of sexual abuse in schools and colleges'

This policy should be read in conjunction with Ellwood School's Safer Recruitment Policy, Behaviour Policy, Anti-Bullying Policy, Code of Staff Conduct, and Acceptable Use Policy.

Both this policy and other relevant school's policies e.g., Acceptable Use Policy, Keeping Children Safe in Education, Safer Working Practices, Staff Code of Conduct Policy are provided to all new staff on induction. Temporary staff, volunteers and students are also made aware of this policy and are given a summary sheet and leaflet, outlining the school's safeguarding procedures and the names of the Designated Safeguard Lead [DSL] and Deputy Designated Safeguard Leads [DDSL].

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

All staff and Governors believe that our school should provide a caring, positive, safe, nurturing and stimulating environment which promotes the academic, social, physical, emotional and moral development of each and every child.

Aims of this policy

- To ensure we care for, nurture and support children in ways that will foster their well-being, safety and confidence.
- To inform all staff, parents and volunteers of the need to safeguard children and of responsibilities, processes and procedures for safeguarding pupils.
- To ensure all staff are aware of the level of responsibility they have in identifying and reporting possible cases of abuse or concerns.
- To set out clearly how we monitor and record information for pupils who we feel are at risk or we are concerned about.
- To develop and maintain a structured procedure within the school, which will be followed by all members of our school community, in cases of suspected abuse.

- To develop and promote effective working relationships and partnerships with pupils, other staff, parents and other agencies, especially the police and social care.
- To ensure that all adults who work in school, with pupils, have had all the necessary safeguard checks and are suitable to work with children.

Commitment

We recognise that some children may be more susceptible and vulnerable to abuse, including children with SEND. We also recognise that children who are abused, neglected, exploited or have witnessed domestic violence and abuse may find it difficult to develop a sense of self-worth, develop healthy relationships and to view the world in a positive way. We are aware that the difficulties, anxieties and their emotional state may have an impact on their school work and their behaviour may become more challenging or they may become withdrawn. We strive to support these pupils in any way we can to ensure they feel safe and their needs are being met in our school environment. All staff should be prepared to identify children who may benefit from Early Help and support as soon as any difficulties emerge in a child's life. This is through additional targeted support for academic work, time with our Family Support Workers [Mrs Charles/Mrs Rowley] who help support SEMH needs or to seek support and advice from other professionals.

Safeguarding relates to:

- Staff Conduct
- Curriculum [PSHE [Life Skills] and Relationships and Sex Education [RSE]]
- Managing allegations against staff
- Attendance
- Safer recruitment and selection
- Whistleblowing
- Health and safety
- Behaviour management [Behaviour in schools \[October, 2022\]](#)
- Building design
- Child protection
- Educational visits
- Data handling
- E-Safety – internet use and cyber bullying/Acceptable Use
- Anti-Bullying and hate crimes
- First aid/medical procedures
- Escalation policy
- Children absent from education/ unexplainable and/or persistent absences from education
- Drugs
- Complaints
- Confidentiality
- Equal opportunities/accessibility plan

- Inclusion/SEND
- Identification of risk and provision of early help
- Identification and protection of children at risk of; Radicalisation [PREVENT], Female Genital Mutilation [FGM], Domestic Violence, Gang Violence, 'Children who are absent from education', Hate Crime, Sexting, Trafficking, Child Sexual Exploitation [CSE], Child Criminal Exploitation [CCE], Honour Based Violence, Private Fostering, Child-On-Child Abuse, Mental Health Concerns...

[Please note there may be other areas that are not mentioned here].

Child Abuse

Physical abuse involves: hitting, slapping, kicking, misuse of medication, undue restraint, shaking or other treatment of a child that can cause actual bodily harm.

Sexual abuse involves: forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes non-contact situations such as viewing child abuse images. It includes child sexual exploitation [CSE].

Emotional abuse involves: persistent emotional ill-treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved.

Neglect involves: failure to provide an adequate level of care [e.g: food, warmth and failure to access medical care or services], acts of omission are also a form of abuse.

For more detailed information regarding the categories of abuse and indicators, please see:

Appendix 1: 'Signs of Abuse'.

Appendix 2: 'Continuum of Need'.

Abuse can be adult-to-child but we are also aware of the risks and dangers of Child-on-Child abuse e.g., sexual abuse, sexual engagement in a relationship [consent or non-consensual], bullying, cyber bullying and physical harm/abuse. This should not be passed off as 'banter' and needs to be addressed.

Appendix 3: 'Child-on-Child Abuse' Guidance.

Appendix 4: gives more information related to current high profile safeguarding issues that could arise and which staff need to be aware of.

Procedures

The school's procedures for safeguarding children will be in line with the Gloucestershire Children's Safeguarding Partnership [GCSP] procedures. However, we will take into account trusted guidance published from other sources and use our common sense and professional judgement.

If anyone has urgent safeguarding concerns for a child or young person, they should call the Multi-Agency Safeguarding Hub [MASH] on: 01452 426565 and select option 3. Professionals will then need to record their concerns on a Multi-Agency Referral Form [MARF] for Children's Services. In an emergency, contact the police on 999. In the case of needing medical help, dial 111.

We will ensure that:

- The school has a Designated Safeguarding Lead [DSL] who is a designated lead member of staff with responsibility for Safeguarding and Child Protection. This is the Head Teacher [Mrs Milford]. The Deputy Designated Safeguarding Leads [DDSLs] are Mrs Charles and Mrs Woodhouse. These are senior members of staff.
- The DSL/DDSL are available during term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. This could also be by phone or email.
- Job descriptions are in place for the DSL and DDSL. Trained staff know their roles and responsibilities and they are made clear.
- All members of staff have received DSL (CIAP level 3) Child Protection training [at least every 3 years, mostly every 2 years] and can identify potential risks, refer to the DSL/DDSL and seek advice where needed.
- An Early Help Offer is available and made known to staff and is available to parents. This can be found on our school website alongside our 'Child Protection and Safeguarding Policy' or requested from the office.
- There is an up-to-date code of conduct for staff which is read by all staff.
- All members of staff update and continue to develop their understanding of the signs and indicators of abuse and have regular training and information disseminated to them.
- All staff are able to identify children who may be vulnerable to radicalisation and what to do when identified. All teachers, teaching assistants [TAs] and midday supervisors [MDS] have carried out 'PREVENT' online training which is refreshed regularly.
- All members of staff know how to respond to a child/young person who discloses abuse or concerning comments or behaviour. Details are given to staff and are available on the safeguarding board in the staff room, on the school website, in this policy and in the volunteer and visitor's guide.
- Parents/carers are made aware of the responsibilities of school personnel with regards to child protection procedures.
- Staff have an enhanced DBS, are prohibition checked, barred list checked, identity checked, professional qualifications checked, and have been checked with reference to overseas working. Leadership roles are subject to a 128 check. These are all on the SCR [single central record] [only teachers have prohibition and barred checking].
- Governors have an enhanced DBS and a 128 check.
- Volunteers are also DBS checked, if they take part in 'regulated activities'. [Regulated activity in relation to children: scope](#)
- Parents/carers can access our 'Child Protection and Safeguarding Policy' on the school website or request a copy from the school office.
- We strive to contact families on the first day of an absence to see why a child is not at school, by 9:30am. and will keep trying throughout the day. If the child is on the child protection register, we will contact their social worker.
- If no contact or reason for absence is given, as a school, we inform the Local Authority of any child absent without permission for 10 days or more [or earlier if concerns arise].
- Staff are aware of Female Genital Mutilation [FGM] and the procedure to follow if they have a concern relating to this. All staff have completed the FGM Home Office online training which is updated regularly. The DSL has attended face-to-face training.
- Staff are aware of the vulnerable pupils in school. This is collated on a 'vulnerable pupils list' alongside an 'Adverse Childhood Experiences' [ACEs] record sheet.
- Staff will deal promptly with child-on-child abuse or difficulties.

- Concerns or observations are recorded on 'My Concern' and these may help to build a picture over time and can be updated regularly to keep chronologies about a child, action taken and outcomes. My Concern is monitored regularly by the DSL and DDSLs.
- We ensure that any alternative provision used complies with safeguarding procedures and remain responsible for those pupils.
- Be responsible for ensuring filtering and monitoring procedures are carried out.

Responsibilities

All staff responsible for safeguarding children:

- Should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Are responsible for their own actions and behaviour.
- Work in an open, safe and transparent way.
- Work in a professional manner with other colleagues and build good working relationships and trust.
- Identify signs and symptoms of abuse.
- In the case of FGM, staff will personally report the disclosure to the police.
- Know how to find the referral information or contact details and make a referral if needed to the DSL or MASH.
- Seek support and advice from the Head Teacher, DSL, DDSL and MASH for a pupil if incidents have caused concern.
- Teachers and TAs will report a concern on 'My Concern'. These concerns are then followed up by the DSL/DDSL or nominated member of staff.
- Midday supervisors will complete a 'Cause for Concern' form [Appendix 3] if there is a concern and they are unable to access 'My Concern'.
- Record any incidents or actions made and subsequent action and follow up [Appendix 4] or a referral to the DSL if concerns are not immediate dangers.
- Apply the same professional standards regardless of gender, sexuality or religion.
- Be aware of confidentiality practice.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Ensure pupils are aware what to do and promote measures to prevent bullying of any kind, including cyber, prejudice based and discriminatory bullying.
- The school uses SWGFL [South West Grid for Learning] boost to ensure that our pupils are protected from harmful online material and ensure pupils are aware of online safety and dangers. We hold regular Internet Safety workshops in including sexting [at age-appropriate information], consensual sharing of images or content. We highlight; content, contact, conduct and commerce [online gaming/gambling].
- Have an awareness of the issues caused by online abuse and the impact on mental health and well-being.
- Help to ensure their own knowledge of safeguarding issues and procedures are up to date.
- Should distinguish between a concern, risk of harm or immediate danger.
- All staff must be aware of the systems within their school which support safeguarding [which will be explained as part of staff induction]. This will include our safeguarding response to children who are

absent from education, particularly on repeat occasions and/or prolonged periods [please see separate policy 'Children who are absent from education'].

- Monitor absences
- All staff must understand their responsibility in relation to filtering and monitoring. Filtering and monitoring is carried out regularly and the ICT is checked to ensure it is filtering inappropriate content.
- Take Child-On-Child Abuse seriously and strive to minimise Child-On-Child Abuse in a number of ways.

Staff are made aware of the possibilities of Child-On-Child Abuse, children have access to the school's FSWs, to whom they are able to share concerns relating to abuse, or other worries. The school's PSHE and RSE curriculum covers areas such as healthy relationships, stranger danger, online safety, bullying and friendships. Worry boxes are available for pupils to put in any concerns they have. We have an up-to-date behaviour and Anti-Bullying policy and we have internet safety workshops for pupils, staff and parents relating to internet safety.

Staff realise that incidents of Child-On-Child Abuse are serious and need to be taken seriously.

The Safeguarding Team

Designated Safeguarding Lead: Mrs Milford head@ellwood.gloucs.sch.uk	
Deputy Designated Safeguarding Lead: Mrs Charles m.charles@ellwood.gloucs.sch.uk	Deputy Designated Safeguarding Lead: Mrs Woodhouse h.woodhouse@ellwood.gloucs.sch.uk
Governor with responsibility for safeguarding: Mrs Cornock h.cornock@ellwood.gloucs.sch.uk	
Appendix 5: 'Safeguarding Poster'	

The DSL and DDSs are responsible for:

Raising the profile of safeguarding within the school.

- Engaging and raising awareness of their role of responsibilities with staff, parents and children.
- Ensuring their training is up to date [every 2 years multi-agency].
- Ensuring the safeguard policy is made public, accessible and work with the Governing Body to review the policy annually.
- Ensuring transition and sharing of information is smooth and forwarded in a timely manner.
- Providing an annual report to Governors promptly, detailing any changes, training, number of incidents/cases of CP and have a section on the Head Teacher's Report to Governors.
- Adhering to Local Authority guidance and school procedures with regard to referring a child, if there are concerns about possible abuse.
- Updating 'My Concern' regularly and recording concerns and follow up.
- Keeping written records of concerns about a child, even if there is no need to make an immediate referral and maintaining professional curiosity.
- Aware of the long-term impact abuse can have on an individual and the trauma they may suffer.
- Ensure all staff [working directly with children] have read part one, part five of KCSIE [DfE, 2023] and Annex B.
- Ensure mechanisms are in place to assist staff to understand and discharge the role. [KCSIE \[DfE, 2023\] Translate](#)
- Ensure all relevant staff have an awareness and understanding of the provisions in place in relation to filtering and monitoring. Ensure relevant staff are aware of how to manage filtering and monitoring and know how to escalate concerns when identified.

- Co-ordinate support for children who have welfare, safeguard and child protection concerns and needs.
- Making referrals to the MASH team if required.
- If referrals are made to MASH – follow up.
- Ensuring that all such records are kept confidentially and securely and are separate from student records. This information should be shared with relevant professionals and during transitions e.g., secondary school/new school.
- Representing the school at Child Protection meetings.
- Ensuring that Social Care is informed if any child on the child protection register is absent without explanation.
- Ensuring staff receive induction and regular training and support in all elements of safeguarding including; identifying signs of abuse, Early Help, Prevent Duty, FGM.
- Enhancing the whole team's knowledge and understanding of the signs and symptoms of child abuse.
- The DDSL should inform the DSL/HT of any safeguarding issues especially under section 47 of the Children's Act 1989 and police investigation.
- Ensuring policy and associated documents are known by staff and updated.
- Ensuring that the school has an up-to-date 'Child Protection and Safeguarding' policy, which is consistent with the GSCP procedures. The policy should be reviewed at least annually.
- Encouraging vigilance within the school.
- Providing, and signposting, CPD for staff.
- Supporting pupils with a social worker by monitoring and promoting their attainment, well-being and social development.
- Supporting pupils' mental health and have an awareness of trauma and how this can impact on children and how it can be linked to safeguarding.
- To develop good working relationships/links with Social Care and other relevant professionals.

To adhere to, and follow, the procedures outlined by the GSCP and Keeping Children Safe in Education [KCSIE] document.

The Governing Body:

- The Governing Body must ensure that they comply with their duties under legislation.
- They must also have regard to this guidance to ensure that the policies, procedures and training in their school or colleges are effective and comply with the law at all times.
- Mrs Cornock is the Safeguarding Governor.
- Monitor and evaluate the child protection training that staff receive.
- Review aspects of safeguarding children/working practices and any further developments, which are required.
- Annually review, and agree, the Child Protection and Safeguard Policy.
- Monitor Safeguarding procedures with school e.g., Health and Safety Audit, Safeguard Audit and Single Central Record [SCR] and files.
- The Governing body will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- The Governing body will ensure they are aware of the filtering and monitoring standards and regularly review their effectiveness. [Filtering and Monitoring Standards for Schools and Colleges](#)

- All Governors [who were recruited after 2022] will complete strategic training in addition to level one online operational training to meet the requirements.

Safe Practice in School

Ellwood Community Primary School will ensure that:

- The school complies with current safe practice guidance and safer working practices to ensure that pupils are safe.
- The school has this 'Child Protection and Safeguarding Policy' in place in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request, displayed on our website and available for staff in the school's handbook and in the staffroom. We also use other guidance to inform us.
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the LA or equivalent Safer Recruitment Training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers, which comply with guidance from the Local Authority and locally agreed inter-agency procedures.
- Conduct is based on trust, transparency and openness.
- Listen to the child – through conversations, lessons, parental views, questionnaires and conferencing.
- Promote that we are a 'telling school' and children know who they can talk to if they have any concerns.
- A nominated Governor responsible for Safeguarding [Mrs Cornock] will ensure that the school adhere to the policy and support the DSL when necessary.
- Mrs Woodhouse is the designated lead for 'Looked after Children' [LAC].
- Ensure children are aware of how to stay safe online.
- The Head Teacher of the school is designated as the DSL for child protection issues, providing advice and support to other staff, liaising with the Local Authority and working with other agencies.
- As a school we promote the principles and aims of the Gloucestershire Encompass Model and support the key adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- We recognise the sensitive nature of the information that may be provided and will ensure that this is retained in accordance with the principles of data protection.
- The school will review annually the workload for the DSL by reviewing tasks related to child protection work undertaken.
- Staff, including the Head Teacher, undertake appropriate child protection training which is updated regularly in line with GSCP guidance.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- They will refer to the Early Help document [Appendix 5] if deemed necessary or suitable if a child or family member have a vulnerability e.g., medical/exploitation/mental health difficulty/prison/offender/SEND/violence or absence.
- The Chair of Governors [Michelle Ireland – chair@ellwood.gloucs.sch.uk] is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Head Teacher.
- The school review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged through the annual Safeguarding Audit.

- Staff will be vigilant of the vulnerable children and pay particular attention to vulnerable children who may not be able to communicate easily or express their needs [Speech and Language difficulties, SEND, Physical]. Useful information can be found at [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#) and [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)
- Report to the LA any child absence from school for more than 10 days. Reasonable attempts will be made on the first day to contact families to see why the child is not at school. If a child is known to social care, the social worker will be contacted.
- Pupils have the opportunity to speak to an adult if they are worried or concerned about keeping safe or can put concerns in the worry box for the FSWs to read.
- Pupils can tell an adult if they are being abused by an adult or by a child, or if a child is making them feel unhappy or unsafe. The RSE curriculum promotes this.
- We liaise and work with safeguarding partners and contribute to multi-agency working.
- If the school facilities are hired by outside organisations, we expect that they have safeguard procedures in place.
- Staff have the opportunity to train in mental health.

[Guidance for Safer Working Practice \[February 2022\]](#)

Safe Practice in School

The Head Teacher will ensure that:

- The Governing Body receives yearly awareness training in respect of their roles and responsibilities in regard to Child Protection and Safeguarding.
- Safeguarding is an item on the agenda in staff meetings and governor meetings.
- The Governing Body adopts appropriate policies and procedures to safeguard children at Ellwood Community Primary School.
- Policies and procedures are implemented by all staff and volunteers.
- Parents/carers are made aware each autumn term of the safeguarding policies that are in place and who the DSL and DDSL are.
- Sufficient resources and time are allocated to carry out roles related to safeguarding as appropriate.
- There are DSL/DDSLs for Ellwood Community Primary School Mrs Milford [DSL], Mrs Charles [DDSL] and Mrs Woodhouse [DDSL], who have received appropriate training for this important role.
- Ensure staff and volunteers have a safeguarding induction.
- All staff and adults working in the school understand their 'safeguarding children' responsibilities and are able to voice their concerns if they feel a child is vulnerable or at risk.
- Staff are aware of the 'Whistleblowing' protocol and escalation policy and understand they must voice their concern of any individual working practices that are deemed unsafe, unprofessional or not happy with a response.
- The school develops effective working partnerships with relevant agencies and co-operates as required in regard to safeguarding children matters, including attendance at child protection conferences and other related meetings.
- The school provides appropriate reports for child protection meetings.
- All information and records are kept confidentially and securely [either on 'My Concern' or a paper copy].
- Recruitment and vetting procedures are followed in all appointments of staff including those working in the school in a voluntary/unpaid capacity.

- Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school and are supervised appropriately, if needed.
- Organise Safeguarding training for staff and governors.
- All staff can liaise with Social Care if needed and deliver in-house training and updates.

Safe Practice in School

The school community will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know where there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE [Life Skills]/RSE, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Strive to keep up-to-date with new information.
- Seek opportunities for our children to know how to keep safe e.g., plays/assemblies/visits/visitors.
- Remain vigilant and be a 'telling' school.
- Staff personal mobile phones and devices will be kept in the lockers in the staffroom.
- Smart watches will be silenced.
- Monitor absences

Ellwood Community Primary School Prevention

We recognise that our school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults and an ethos of protection. Ellwood Community Primary School staff and the Governing Body also recognise that because of the day-to-day contact with children, staff are well placed to observe the outward signs of abuse or other issues impacting a child [e.g., self-harm, low self-esteem, low-mood].

The school community will therefore:

- Utilise the expertise of PCSO assemblies, NSPCC workshops, CEOP workshops, Police, Road Safety, Fire Safety and Cycling Proficiency talks.
- Ensure that all children know there is an adult in school whom they can approach if they are worried or in difficulty. e.g., Teacher, FSW or HT.
- Include opportunities across the curriculum, including in the curriculum [explicit SMSC/PSHE/RSE topics] and provide support [and telephone helplines]. In particular, this will include anti-bullying work, e-safety, child exploitation, feeling safe.
- Include opportunities in the curriculum to prepare for transitions. Transitions can be a time of great anxiety, so considering additional emotional support that some young people may need is important to keep children safe; e.g., teaching confidence and staying safe in more independent travel situations is also important.
- Encouraging self-esteem and assertiveness through the curriculum, whilst not condoning aggression or bullying.
- Liaising and working with all other services and agencies involved in safeguarding or supporting children where appropriate.
- Seeking Early Help for young people when concerns become apparent or notifying the MASH team as soon as there is a significant concern.

- Have a school ethos which promotes and supports pupils' awareness of dangers and staying safe. A positive, supportive and secure environment gives pupils a sense of being valued.

Our school motto is *'Believe, Achieve, Belong'*.

- Liaison with other agencies that support the pupil such as social care, Children and Young People Service [CYPS], Targeted Support Team, Education, Performance and Inclusion Team [EPI Team], Educational Psychology Service [EP] and the Advisory Teaching Service [ATS].
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately or as soon as reasonably possible and that the child's social worker is informed. We meet with secondary school staff prior to pupils leaving us. The EYFS lead meets with pre-school staff for children transitioning into Ellwood Community Primary School.

Systems and Procedures

Ellwood Community Primary School has a number of systems and procedures to try and prevent safeguarding incidents.

- We have a pastoral support team, Mrs Charles [FSW] and Mrs Rowley who are on hand to listen to children, who appear low in mood or ask for help. The children are all aware of the role which Mrs Charles/Mrs Rowley play and can ask to see them as needed; either by asking them, the class teacher or by putting a card in the listening boxes [located in the KS1 and KS2 libraries]. Mrs Milford [HT] is also available to talk to if children are upset or worried.
- Staff also recognise that children who have been abused or witness violence may feel helplessness, humiliation and some sense of blame.
- Ellwood Community Primary School may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant or they may be withdrawn.

Early Help

All staff are aware of the offer of early help.

The school recognises that early identification of risk is key to safeguarding all children/young people and adults. Staff receive regular updates on potential risks such as: Drugs, Mental health, Domestic Abuse, Honour Based Violence, Forced Marriage, Female Genital Mutilation, Child Sexual Exploitation and Extremism and know what to do should they identify a person at risk. The DSL [Head Teacher] is responsible for coordinating the offer of Early Help and this can be found on the school website or requested from the Head Teacher.

There is universal help for all our families in Gloucestershire. The Gloucester family information Service [FIS] provides advice on childcare, finances parenting and education. They may be contacted here: [Glos Families Directory](#)

The GSCP may also be contacted at [Gloucestershire Safeguarding Children's Partnership \[GSCP\]](#) and offers useful information with regards to keeping children safe.

Ellwood Community Primary School offers support for all pupils and families. Staff are available to discuss any concerns or signpost families to other organisations. Parents can talk to their child's class teacher,

Head Teacher, SENCO [Mrs Woodhouse] or the Family Support Worker [FSW]. The school office may be contacted on 01594 833232.

We support our pupils through our curriculum: Personal, Social, Health, Education + Citizenship [PSHE] lessons, Relationships and Sex Education [RSE] and Social, Moral, Spiritual, Cultural [SMSC] development. These cover topics such as drugs, relationships, internet safety, anti-bullying, bereavement, healthy living and resilience; this helps to enable children to make informed decisions.

There are a number of screening tools and useful toolkits that can help identify issues.

Appendix 6: 'Offer of Early Help'.

The Child Protection Referral Process

There is a safeguarding noticeboard in the school staffroom or more information can be obtained through the live GSCP website: [Gloucestershire Safeguarding Children's Partnership \[GSCP\]](#)

Ellwood Community Primary School staff [teachers, teaching assistants, volunteers and support staff] will report any concerns they have about a child to the DSL/DDSL.

They will immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play and explanation given, which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm [e.g., worrying drawings or play].
- Any concerns that a child may be suffering from inadequate care, ill-treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse, exploitation or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any disclosure of abuse from any person.
- Any concerns regarding person[s] who may pose a risk to children [e.g., living in a household with children present].
- Complete an electronic [My Concern] or a paper record and log concerns.

Process

The DSL/DDSL or other trained member of staff, in the first instance, will ring the MASH team if URGENT and ask to speak to a duty worker for advice or will make a referral to the MASH Team on 01452 426565. They will then complete and send a Multi-Agency Referral Form [MARF] 48 hours as written confirmation of the verbal request.

They will speak to parents/carers to seek consent [if it does not put the child at further risk or impact on a police investigation].

- Advice will be sought from the MASH team if required (all information will be recorded on My Concern). School may then be asked to complete a MARF and email the form or complete online. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours [unless there are immediate risks in which case the professional will put

through to a social work team straight away]. The social work team will discuss whether the referral is appropriate and what action can/will be taken.

- If accepted the referral will lead to an initial assessment to determine whether there is suspected actual harm or likely significant harm. The Strategy Discussion is convened by the appropriate child assessment team where there is suspected actual harm or likely significant harm [within 10 days of referral].
- Child in need services are required when there are health or development concerns or a child is disabled. These are determined through a core assessment and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.
- Child in Need of Protection - a Section 47 enquiry is required when it is judged there is suspected actual harm or likely significant harm to the child - the case is then passed onto the Safeguarding Team. A core assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.
- However, where a professional has assessed using the [Levels of Intervention Guidance](#) that a child or young person has complex needs and they feel that a specialist assessment from Children's Social Care is needed, they should complete the MARF but do not need to contact the MASH team before sending it through.
- If professionals would like to speak to someone for advice and guidance relating to their concerns, then support is available from the MASH team/social workers.
- If a child already has an allocated Social Worker [SW] then they can be contacted directly and it is not necessary to complete the MARF.
- Refer to the Child Protection flow chart – available on school website or in the staffroom.

Child Disclosure

During the Disclosure:

- A 'Record of Discussion Form' will be completed at the time of disclosure if appropriate. It is essential to record the information straightaway therefore, if a record of disclosure form is not immediately available the disclosure will be recorded on paper. This will then be uploaded to 'My Concern'.
- The form is clearly displayed in the staff room and a copy is in the Staff Handbook and available to volunteers and supply staff.
- Respect the child by listening to what he/she has to say and taking what the child says seriously.
- Believe what the child is telling you.
- Provide a safe environment.
- Tell the child he/she is doing the right thing and that you will do what you can to help them.
- Reassure them they haven't done anything wrong and will be supported and kept safe. Remind them that it is not a problem they have reported it and they will not be made to feel ashamed.
- Listen and don't make assumptions. Listen more than you talk, and avoid advice giving or problem solving. Don't put 'words in the child's mouth' or assume you know what he/she means or are going to say. Let the child use language they are comfortable with. Let the child set the pace, don't rush them, give them time.
- Listen to the child, letting them explain what happened in his or her own words. The voice of the child is important.
- Limit questioning to only the following questions if the child has not already provided you with the information. Refrain from interrogating, limit questions, especially leading questions, which means a question in which you provide a possible answer - Did this or that happen? Were you at school?

- When reporting child abuse to the appropriate authorities, it is important to have the following information: what happened, when it happened, where it happened, who did it and their relationship to the child. You will be asked for some identifying information such as your name, address, where you work, and how the child disclosed. All of your identifying information will be kept confidential.

Example questions	What happened?	When did it happen?
Where did it happen?	Who did it?	How do you know them? [If the relationship of the abuser is unclear].

- Make no promises. Don't tell the child that you won't tell anyone what they tell you. Explain that you might need to speak to other people to ensure that they are safe.
- Document exact quotes – write **exactly** what the child tells you.
- Be supportive, not judgmental. Don't talk negatively.
- Have an understanding about abuse and neglect. Know the four kinds of child abuse: physical, emotional, sexual, and neglect.
- Teachers will then update the information on 'My Concern' and upload any relevant documents.

If needed, complete a referral to DSL/DDSL. If a member of staff thinks a child is at immediate risk of significant harm and is unable to immediately speak to the DSL or DDSL, they should contact The MASH Team on 01452 426565 or in an emergency call 999. Any such referral should be reported to the DSL or DDSL as soon as possible after referral.

You may be asked:

- Nature of the concern.
- Name, address, DOB of child.
- Any information about previous concerns/information and any current information.

Appendix 7: 'Record of Disclosure Form'.

Referral - Follow Up

- The agency to which the referral was made e.g., Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re-contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended.
- If after a referral the child's situation does not appear to be improving, the DSL should press for a re-consideration.
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level.
- Where there is a difference of opinion with another agency and this cannot be resolved the Escalation policy should be used: [Escalation Policy \[GSCP\]](#)

Safeguarding information for pupils

All children in our school know who they can talk to if they have any worries or concerns, in particular Class teacher, TA, Head Teacher or Mrs Charles/Mrs Rowley [FSWs]. Pupils receive information about how they can stay safe in different environments and situations. We regularly talk about this in PSHE [Life Skills] lessons, Life Bus, Internet Safety, Childline Visits, NSPCC, PCSO access to Teens in Crisis and individually with pupils through discussions with our family support workers. Children are made aware of the members of staff with responsibility for child protection. We regularly inform pupils of whom they might talk to, both in and out of the school, their right to be listened to and heard and what steps can be

taken to protect them from harm. There are specific lessons taught that are designed to help keep pupils safe.

Supporting children/young people and their families

We strive to offer stability and consistency in pupils' lives. For some children school may be the only routine and environment they feel emotionally safe and secure in.

The school will support all students by:

- Encouraging self-esteem and self-assertiveness, without condoning aggression or bullying.
- Working with and supporting families and signposting parents.
- Promoting a caring, safe and positive environment within the school, where all feel safe and secure and listened to.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying children's social care [MASH] when there is a significant concern.
- Having an informative curriculum.
- Signpost and liaise with other agencies.
- Enabling time with the Head Teacher, class teacher, teaching assistant or FSWs to discuss issues and worries.
- Ensuring that appropriate information is forwarded confidentially to a child's new school or placement.
- Have regular class and group discussions through; school council, pupil conferencing, anti-bullying, PCSO, NSPCC workshops and CEOP workshops etc.
- Take each case on a case-by-case basis – not one size fits all. Make note of contributing factors e.g., disability, SEND, victim of abuse and home circumstances.
- Offer support for children and their families, if needed, even if they don't meet the child protection threshold.

Confidentiality

The school recognises that all matters relating to Safeguarding and Child Protection are confidential. However, we will always share information, if relevant, and needs to be shared with regards to safety of pupils. The school will comply to comply with DPA/UKGDPR requirements. The Data Protection Act 2018 & GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe..

The DSL and DDSs will disclose any information about a student to other members of staff, on a need-to-know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

We will always try to share information with parents if we have a concern or make a referral unless it would put a child at further risk or hinder a police investigation. All staff must be aware that they cannot promise a child to keep secrets.

Child protection records are kept securely in a locked cabinet in the HT office. Only the HT, FSW and DDSs can access them. 'My Concern' is password protected and can only be accessed by nominated staff members.

When parents do not provide consent for health information to be shared with schools, it can create challenges. Of course, we will make reasonable adjustments to accommodate your child's health needs without full information. We can have a named person in school responsible for your child's health needs who can facilitate communication between home, school and health professional. However, without your consent for information to be shared with school it may mean that we are not fully able to meet the needs of your child and could result in us contacting partner agencies for advice and support.

Supporting Staff

Ellwood Community Primary School recognises that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

The school will support such staff by providing an opportunity to talk through their anxieties or concerns with the DSL/DDSLs and to seek further support as appropriate. Supervision will be offered and provided if needed.

Allegations Against Staff (allegations made against/concerns raised)

It is possible that a student may make an allegation against a member of staff. This could meet a safeguard concern threshold, could be a low-level concern or not be upheld. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher. The Head Teacher on all such occasions will discuss the content of all allegations with the Local Authority Designated Officer [LADO] and will follow their advice.

If the allegation concerns the Head Teacher, the member of staff will immediately inform the Chair of Governors [Mrs Ireland], who will consult with the Local Authority Designated Officer [LADO] on 01452 426994. Ellwood Primary School will follow the school's procedures for Allegations of Abuse against Staff, a copy of which will be available from the school office. The incident will be reported and recorded correctly. This will be factual and not opinions. If it is a substantial allegation, it will be referred correctly following the allegations policy.

Ellwood Community Primary School has a separate Whistleblowing Policy. All staff should be aware of their duty to raise concerns, where they exist, about the attitude, behaviour or actions of colleagues if causing real concern. There is a separate Whistleblowing policy available from the school office. As outlined in KCSIE, staff must be aware of 'transferable risks' and ensure they report concerns to the DSL or DDSL. Transferable risk covers behaviour of staff or volunteers outside the setting that could impact on their suitability to work with children e.g. domestic abuse (*including where they see, hear, or experience its effects*).

Staff are also aware of the need to record and report 'Low Level Concerns'. 'Low Level Concerns' may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Appendix 8: Low-Level Concerns Policy

All staff should take care not to place themselves in a vulnerable position with a child. Where possible, work with individual pupils or parents should be conducted in view of other adults e.g., doors left open if alone

with children. Guidance about conduct and safe practice, including the safe use of mobile phones by staff and volunteers will be given during induction and included in the staff handbook.

If staff need to consult outside school, they should contact the LADO in the first instance. There is also a NSPCC Whistleblowing helpline on 0800 028 0285 or help@nspcc.org.uk. This is helpful for people who are worried about raising an issue in the school. If staff have a concern about any practice, policies or procedures they are encouraged to speak out.

Low-level concerns need to be shared with the DSL/DDSL. The Head Teacher/DSL will make the final decision regarding how to respond. Low-level concerns which are shared about supply staff and contractors will be notified to their employers. We will consult with the LADO if we are unsure whether low-level concerns shared about a member of staff meet the harm threshold.

Safer Recruitment

Safer recruitment is a vital aspect of Child Protection. The school has a separate Safer Recruitment policy, which follows guidance from The Children's Workforce Development Council [CWDC]. The recruitment process at Ellwood Community Primary School follows the correct procedures such as; job description and person specification available, shortlisting criteria, interview questions planned in advance, gaps in employment investigated, safeguard checks and questions, references, relevant checks, right to work in UK and enhanced DBS checks.

The safer recruitment process is in line with KCSIE [DfE, 2023] [Part three: Safer recruitment p. 51-84]

In line with Government guidance, at least one recruiter will have been safer recruitment trained and will be involved in the complete selection process. At Ellwood Community Primary School, we strive to have all recruiters trained in safer recruitment.

Staff read, and sign, to say they have read and understood the 'Safer Working Practices' and relevant sections in KCSIE document. There also a number of other safeguarding documents which staff are required read.

No member of staff or volunteer in a regulated activity will be left alone with children until the enhanced DBS check has been carried out.

Prevent Duty

The school has due regard to the need to prevent people from being drawn into Terrorism [Prevent Duty], as part of our wider safeguarding duties. We promote fundamental British Values; challenging extremism within a safe place. The Head Teacher receives training through the CHANNEL program in order to recognise the signs of radicalisation and how to act upon them. All staff have completed an online module helping them to understand why pupils may be drawn in to radicalisation and what they can do if they have concerns.

The DSL and DDSs have familiarised themselves with the revised 'Prevent duty guidance: for England and Wales' [particularly paragraphs 57-76], which are specifically concerned with schools. The DSL and DDSs are also familiar themselves with the 'Prevent duty guidance: for further education institutions in England and Wales'. The DSL and DDSs are aware of our local procedure for making a Prevent referral. [Making a referral to Prevent](#)

[Safeguarding Learners Vulnerable to Radicalisation \[Prevent Duty\]](#)

Child-On-Child Abuse

Child-On-Child Abuse can take various forms and include serious bullying, relationship abuse, domestic violence (*including where they see, hear, or experience its effects*), child sexual exploitation, harmful sexual behaviour, and/or gender-based violence. This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between young people. It includes bullying, cyberbullying, sexual violence, harassment and sexting. It should be recognised that the behaviour in question is harmful to both the perpetrator [who is the young person] and the victim. Behaviour may be intimate or non-intimate. **Abuse can happen to anyone at any age. Both boys and girls can be victims.**

Staff need to be aware of the definition of Child-On-Child Abuse:

‘Young people can abuse other young people. This is generally referred to as Child-On-Child Abuse and can take many forms. This can include [but is not limited to] bullying [including cyberbullying, prejudice based and discriminatory bullying]; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi nudes images and or videos; upskirting and initiating/hazard type violence and rituals’.

Spotting the signs and symptoms:

- Absence from the setting or disengagement from setting activities.
- Physical injuries.
- Mental or emotional health issues.
- Becoming withdrawn – lack of self-esteem.
- Lack of sleep.
- Alcohol or substance misuse.
- Changes in behaviour.
- Inappropriate behaviour for age.
- Abusive towards others.

At Ellwood Community Primary School, we:

- Create an environment based on equality and informed choice allowing young people to know their rights, what to do if they are unhappy with something or what it means to give true consent.
- Ensure staff have the attitude to believe that it could be happening in our setting even without disclosures.
- Ensure we understand the local community and the context in which young people are growing up.
- Ensure young people know the risks – talk about Child-On-Child Abuse in an age-appropriate way.
- Create opportunities for young people to weigh up risks and recognise that sometimes this means they will take risks that adults or professionals disagree with.
- Ensure staff check that children and young people have safe relationships in their family, with their peers and with adults within the school environment.

- Ensure staff create an environment where it is ok to talk, even about the most difficult things.
- Ensure staff are able to spot the signs and know what to do.

At Ellwood Community Primary School we follow the advice given in: [Sexual Violence and Sexual Harassment between Children in Schools and Colleges \[2021\]](#) and [Sharing Nudes and Semi-Nudes: Advice for Education Settings Working With Children and Young People](#)

This includes sexual harassment and violence between children and harmful sexual behaviours.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- 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.
- Harmful sexual behaviours Sexual violence and sexual harassment can occur online and offline (both physically and verbally), and are never acceptable. All victims should be taken seriously and offered appropriate support. Victims of sexual violence and harassment are likely to find the experience distressing and stressful, and it will, in all likelihood, adversely affect their education.

The term “**harmful sexual behaviour**” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

It is important to note that harmful sexual behaviours can occur both online and offline, and sometimes simultaneously between the two. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and it is imperative that they are offered appropriate support. When considering whether behaviour is harmful, take into account the ages and stages of development of the children. Sexual

behaviour can be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is prepubescent and the other is not). Keep in mind that it is possible for a younger child to abuse an older child, particularly where they have power over them, such as where the older child has disabilities or is small in stature.

If any concerns are raised, the safeguarding procedures should be followed.

Appendix 3: 'Child-On-Child Abuse' Guidance.

Partnership with Parents

The school works in partnership with parents to educate and keep children safe from harm. Parents are made aware of who to contact if they have concerns regarding the Safeguarding of their or any other child. We are committed to working with parents positively, openly and honestly. We strive to share with parents any concerns we may have about their child, unless to do so may place a child at risk of harm. Parents are made aware of our policy via the school website and updates in our newsletters. Parents can also view this policy on request from the school office.

Partnerships with Others and Multi-Agency Working

The school recognises that it is essential to establish positive and effective working relationships with other agencies. We have close links with social care, other local schools, Teens in Crisis, CYPS, EP, school nurse, targeted support team, families first, ATS, Toucan, NSPCC, Police, PCSO and other professionals. There is a joint responsibility of all these agencies to share information to ensure the safeguarding of all children.

Physical Intervention

Our policy on physical intervention by staff is set out in a separate policy and included in our behaviour policy. It acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to the child, other children or another person. We complete a physical restraint form after an event to record the incident. We understand that using physical restraint may be stressful for a child. We have a number of staff, who are trained in Team Teach. The child's needs will be taken in to account e.g., SEND/SEMH needs and a risk assessment will be undertaken if needed.

Monitoring and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness.

Review: July 2024	By: Mrs Milford	Signed: Mrs Milford
Due to be Reviewed: July 2025		

Ellwood Community Primary School

Believe, Achieve, Belong



Appendices

<i>Appendix</i>	<i>Contents</i>	<i>Page Reference</i>
Appendix 1	Signs of Abuse	p. 22
Appendix 2	Continuum of Need	p. 34
Appendix 3	Child-On-Child Abuse Guidance	p. 35
Appendix 4	Additional Safeguarding Information	p. 44
Appendix 5	Safeguarding Poster – The Safeguarding Team at Ellwood Community Primary School	p. 51
Appendix 6	Offer of Early Help at Ellwood Community Primary School	p. 52
Appendix 7	Record of Disclosure	p. 61
Appendix 8	Low Level Concerns	p. 62
Appendix 9	Low Level Concerns form	p.66
Appendix 10	KCSE court information	p. 68

Appendix 1 – Signs of Abuse

CATEGORIES OF ABUSE AND INDICATORS OF HARM

- **Physical Abuse**
- **Emotional Abuse** [including Domestic Abuse - '*including where they see, hear, or experience its effects*' when referring to domestic violence.]
- **Neglect**
- **Sexual Abuse**

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour.
- Extreme anger or sadness/withdrawn or very quiet.
- Aggressive and attention-seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of self-esteem.
- Self-injury.
- Depression.
- Age-inappropriate sexual behaviour.
- Persistent absence

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, [or in the absence of all those individuals, an experienced colleague].
- May require consultation with and / or referral to Social Care.

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development [though full account needs to be taken of different patterns of development and different ethnic groups].

The parent/carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise [high criticism/low warmth environment].
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse (*including where they see, hear, or experience its effects*)

- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

1. PHYSICAL ABUSE

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.

Indicators in the child:

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth.
- Two simultaneous bruised eyes, without bruising to the forehead, [rarely accidental, though a single bruised eye can be accidental or abusive].
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g., belt marks, hand prints or a hair brush.
- Linear bruising at any site, particularly on the buttocks, back or face.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks to the upper arms, forearms or leg.
- Petechial haemorrhage [pinpoint blood spots under skin] commonly associated with slapping, smothering/suffocation, strangling and squeezing.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture caused symptoms such as swelling, pain or loss of movement.
- Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.
- Skull fractures are uncommon in ordinary falls, i.e., from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum [tissue attaching upper lip to gum] often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated, Induced Illness or Perplexing Presentations

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated, induced illness or perplexing presentations by their carer.

Fabricated or Induced Illness is a clinical situation where a child is, or is very likely to be, harmed due to parents'/carers' behaviour and action, carried out in order to convince doctors that the child's state of physical and/or mental health or neurodevelopment is impaired (or more impaired than is actually the case).

It is a relatively rare but potentially lethal form of abuse.

Concerns will be raised for a small number of children when it is considered that the health or development of a child is likely to be significantly impaired or further impaired by the actions of a carer or carers having fabricated or induced illness. The presence of alerting signs where the actual state of the child's physical/mental health is not yet clear but there is no perceived risk of immediate serious harm to the child's physical health or life may be evidence of a 'Perplexing Presentation'.

Perplexing presentations [\(PP\)/Fabricated or Induced Illness \(FII\) in Children Guidance](#), Royal College of Paediatricians and Child Health 2021

- **perplexing presentations** indicate possible harm due to fabricated or induced illness which can only be resolved by establishing the actual state of health of the child. Not every perplexing presentation is an early warning sign of fabricated illness, but professionals need to be aware of the presence of discrepancies between reported signs and symptoms of illness and implausible descriptions of illnesses and the presentation of the child and independent observations of the child.

Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits.
- Attendance at various hospitals, in different geographical areas.
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions.
- The child developing abnormal attitudes to their own health.
- Non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause.
- Speech, language or motor developmental delays.
- Dislike of close physical contact.
- Attachment disorders.
- Low self-esteem.
- Persistent absence
- Poor quality or no relationships with peers because social interactions are restricted.
- Poor attendance at school and under-achievement.

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite. **Children and young people who have dog bites should always be referred to the Multi-Agency Safeguarding Hub [MASH] for further investigation.**

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious e.g., circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries.
- Admission of punishment which appears excessive.
- Fear of parents being contacted and fear of returning home.
- Withdrawal from physical contact.
- Arms and legs kept covered in hot weather.
- Fear of medical help.
- Aggression towards others.
- Persistent absence
- Frequently absent from school.
- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.

Indicators in the parent:

- May have injuries themselves that suggest domestic violence.
- Not seeking medical help/unexplained delay in seeking treatment.
- Reluctant to give information or mention previous injuries.

- Absent without good reason when their child is presented for treatment.
- Disinterested or undisturbed by accident or injury.
- Aggressive towards child or others.
- Unauthorised attempts to administer medication.
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault.
- Parent/carer may be over involved with their children, never taking a much-needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child.
- Wider parenting difficulties may [or may not] be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment:

- Marginalised or isolated by the community/other family members.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.
- Past history of childhood abuse, self-harm, mental health disorders or false allegations of physical or sexual assault or a culture of physical chastisement.

2. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, though it may occur alone.

Indicators in the Child:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate or no attachment.
- Aggressive behaviour towards others.
- Child scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.

- Withdrawn or seen as a 'loner' – difficulty relating to others.
- Over reaction to mistakes.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour [e.g., rocking, hair twisting, thumb sucking].
- Self-harm.
- Persistent absence
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Chronic running away.
- Compulsive stealing.
- Low self-esteem.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Depression, withdrawal.
- Behavioural problems e.g., aggression, attention seeking, hyperactivity, poor attention.
- Low self- esteem, lack of confidence, fearful, distressed, anxious.
- Poor peer relationships including withdrawn or isolated behaviour.

Indicators in the parent/carer:

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g., overly anxious or disinterest in the child
Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g., prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may [or may not] be associated with this form of abuse.

Indicators of in the family/environment:

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence (*including where they see, hear, or experience its effects*)
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

3. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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

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.

Indicators in the child:

Physical presentation

- Failure to thrive or, in older children, short stature.
- Frequent hunger.
- Dirty, unkempt condition.
- Inadequately clothed, clothing in a poor state of repair.
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold.
- Swollen limbs with sores that are slow to heal, usually associated with cold injury.
- Abnormal voracious appetite.
- Dry, sparse hair.
- Recurrent / untreated infections or skin conditions e.g., severe nappy rash, eczema or persistent head lice/scabies/ diarrhoea.
- Unmanaged/untreated health/medical conditions including poor dental health.
- Frequent accidents or injuries.

Development

- General delay, especially speech and language delay.
- Inadequate social skills and poor socialisation.

Emotional/behavioural presentation

- Attachment disorders.
- Persistent absence
- Absence of normal social responsiveness.
- Indiscriminate behaviour in relationships with adults.
- Emotionally needy.
- Compulsive stealing.
- Constant tiredness.
- Frequently absent or late at school.
- Destructive tendencies.
- Thrives away from home environment.
- Aggressive and impulsive behaviour.
- Disturbed peer relationships.
- Self-harming behaviour.

Indicators in the parent:

- Dirty, unkempt presentation.
- Inadequately clothed.
- Inadequate social skills.

Indicators in the family/environment:

- History of neglect in the family.
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals.
- Poor state of home environment e.g., unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation [including passive smoking] and lack of adequate heating.
- Lack of opportunities for child to play and learn.

The neglect toolkit is also very useful to use and helps to understand the signs of neglect and the support that may be needed: [GSCP Neglect Toolkit](#)

4. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration [for example, rape or oral sex] or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave 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.

Indicators in the child:

Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas.
- Recurrent pain on passing urine or faeces.
- Blood on underclothes.
- Sexually transmitted infections.
- Vaginal soreness or bleeding.
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Emotional/behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit.
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn.
- Self-harm, eating disorders, self-mutilation and suicide attempts.
- Poor self-image, self-harm, self-hatred.
- Reluctant to undress for PE.
- Running away from home.
- Poor attention /concentration [world of their own].
- Sudden changes in school work habits.
- Withdrawal, isolation or excessive worrying.
- Inappropriate sexualised conduct.
- Sexually exploited or indiscriminate choice of sexual partners.
- Wetting or other regressive behaviours e.g., thumb sucking.
- Draws sexually explicit pictures.
- Depression.

Indicators in the parents:

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries.
- Wider parenting difficulties or vulnerabilities.
- Grooming behaviour.
- Parent is a sex offender.

Indicators in the family/environment:

- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.
- Marginalised or isolated by the community.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it

has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- **Consent** – agreement including all the following:
 - Understanding what is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Child Sexual Exploitation (CSE)

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity.
- inappropriate sexual or sexualised behaviour.
- sexually risky behaviour, 'swapping' sex.
- repeat sexually transmitted infections.
- in girls, repeat pregnancy, abortions, miscarriage.
- receiving unexplained gifts or gifts from unknown sources.
- having multiple mobile phones and worrying about losing contact via mobile.
- having unaffordable new things [clothes, mobile] or expensive habits [alcohol, drugs].
- changes in the way they dress.
- going to hotels or other unusual locations to meet friends.
- seen at known places of concern.
- moving around the country, appearing in new towns or cities, not knowing where they are.
- getting in/out of different cars driven by unknown adults.
- having older boyfriends or girlfriends.
- contact with known perpetrators.

- involved in abusive relationships, intimidated and fearful of certain people or situations.
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- associating with other young people involved in sexual exploitation.
- recruiting other young people to exploitative situations.
- truancy, exclusion, disengagement with school, opting out of education altogether.
- unexplained changes in behaviour or personality [chaotic, aggressive, sexual].
- mood swings, volatile behaviour, emotional distress.
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- drug or alcohol misuse.
- getting involved in crime.
- police involvement, police records.
- involved in gangs, gang fights, gang membership.
- injuries from physical assault, physical restraint, sexual assault.

Children Sexual Exploitation can happen to BOYS and GIRLS. Please use the CSE screening tool and talk to the DSL/DDSL if you have concerns.

Child Sexual Exploitation [CSE]: [CSE Guide for Professionals](#)

Abuse and Neglect and Children with Special Educational Needs:

Children with special educational needs [SEN] and disabilities can face additional safeguarding challenges. It is important that all education recognise the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

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

Ellwood Community Primary School

Believe, Achieve, Belong



Child-On-Child Abuse Guidance

Date reviewed: July 2024

Next renew date: July 2025

Introduction

At Ellwood Community Primary School, safety and well-being of our pupils is paramount.

Keeping Children Safe in Education [KCSIE] states that 'Governing bodies and proprietors should ensure there are appropriate policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare'.

This means schools having an effective **child protection policy** which:

- should describe procedures which are in accordance with government guidance;
- refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners;
- include other policies such as online safety, SEND and behaviour policy which help to keep children safe, healthy and supports their mental health and well-being.

Our staff have an awareness of safeguarding issues that can put children at risk of harm.

Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education/

unexplainable and/or persistent absences from education, and sexting [also known as youth produced sexual imagery] put children in danger.

Our staff are aware that safeguarding issues can manifest themselves via Child-On-Child Abuse. This is most likely to include, but may not be limited to:

- Bullying [including cyberbullying, prejudice-based and discriminatory bullying]
- 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].
- Abuse in intimate relationships between peers.
- Sexual violence and sexual harassment.
- Causing someone to engage in sexual activity without consent.
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos [also known as sexting or youth produced sexual imagery].
- Initiation/hazing type violence and rituals, which 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.

Prevention

At Ellwood Community Primary School, we are committed to the prevention, early identification and appropriate management of Child-On-Child Abuse. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person.

Our guidance includes a clear strategy taking a contextual whole-school approach to preventing and responding to Child-On-Child Abuse, which includes a clear understanding to staff, children and young people and their parents about everyone's responsibility in managing any Child-On-Child Abuse incidents. This will include both our prevention measures as well as our response to any incidents of harm.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as Child-On-Child Abuse. The purpose of this guidance is to explore the many forms of Child-On-Child Abuse and include a planned and supportive response to the issues.

At Ellwood Community Primary School, we have the following policies [not exhaustive] in place that should be read in conjunction with this policy:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy and Hate Crime
- Online Safety and Acceptable Use Policy
- 'Children who are absent from education' Policy
- Behaviour Policy

- Personal Social Health Education [PSHE] [Life Skills] + Relationships and Sex Education [RSE] Policy

Framework and Legislation

This policy is supported by the key principles of the Children's Act 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is 'Working Together to Safeguard Children', highlighting that every assessment of a child, should '*reflect the unique characteristics of the child within their family and community context*' [Working Together to Safeguard Children, 2018]. This is clearly echoed in Keeping Children Safe in Education [KCSIE].

What is Child-On-Child Abuse?

For these purposes, Child-On-Child Abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships [both intimate and non-intimate].

Child-On-Child Abuse can take various forms, including: serious bullying [including cyber-bullying], relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to Child-On-Child Abuse therefore needs to consider the range of possible types of Child-On-Child Abuse set out above and capture the full context of children's experiences.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

Children with Special Educational Needs

Children with special educational needs [SEN] and disabilities can face additional safeguarding challenges. These can include:

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

Extra pastoral support for children with SEND and disabilities may be required when investigating any form of Child-On-Child Abuse with SEND pupils.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. [biting, hitting, kicking, hair pulling etc.]

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another

and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. [inappropriate sexual language, touching, sexual assault etc.]

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another, sexual assault, rape or abuse.

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003.

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 and may be at risk of criminal exploitation.

All staff should be aware of the associated risks and understand the measures in place to manage these.

Bullying [inclusive of all types]

Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms [for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video] and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, gender identity, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological [knowing what upsets someone], derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed, as banter or horseplay, it can also lead to reluctance to report other behaviour.

Cyberbullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour if it courses; offense, threat, anxiety, annoyance and/or inconvenience.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Appendix 9

Sexting [Youth Produced Imagery]

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can occur in any relationship, to anyone, whatever their age, gender, gender identity or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Upskirting

The Voyeurism [Offences] Act 2019 which criminalise the act of 'upskirting'. The [Criminal Prosecution Service \[CPS\]](#) defines 'upskirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. This which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, [for example in relation to issues of care, parental occupation, poverty and social class] and sexual identity [homosexual, bisexual, transsexual].

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent [between the ages of 13 and 18] against a current or former partner.

Measuring the behaviour

Simon Hackett's Continuum of Behaviour [taken from Farrer and Co. 2017] can be a useful guide to measure the behaviour that has occurred and consider the circumstances around the incident[s].

The continuum looks at whether it:

- is socially acceptable.
- involves a single incident or has occurred over a period of time.
- is socially acceptable within the peer group.
- is problematic and concerning.
- involves any overt elements of victimisation or discrimination e.g., related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability.
- involves an element of coercion or pre-planning.
- involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power.
- involves a misuse of power.

Behaviour which is not abusive at first may potentially become abusive quickly or over time.

Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring [greater/more formal] engagement with specialist external and/or statutory agencies.

Gather the Facts

In cases specifically relating to sexual violence and sexual harassment, part of KCSIE [2023] states that two members of staff [one being the Designated Safeguarding Lead] should be present to manage the report, *where possible*.

In all circumstances, staff need to speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who' [what happened? who observed the incident? what was seen? what was heard? did anyone intervene?].

A full and clear record of exactly what the young person has said in their own language should be made and stored on 'My Concern'.

Risk Assessment (Intent)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Course of Action

If, from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to Multi-Agency Safeguarding Hub [MASH] immediately [where a crime has been committed the police should be involved also]. This action would, in most circumstances be undertaken by the Designated Safeguarding Lead [DSL] or Deputy Designated Safeguarding Lead [DDSL] but in the event of their absence the referral can be made by another member of staff. If this is the case, once the MASH team has been contacted and made a decision on what will happen next then you will be informed on your next steps.

Informing parents

If, once appropriate advice has been sought from police/social care, you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. Parents would not be informed if by doing so the child was put at further risk of significant harm.

Questions to consider when gathering information:

- What is the age of the children involved?
- Where did the incident or incidents take place?
- What was the explanation by all children involved of what occurred?
- What is each of the children's own understanding of what occurred?

Repetition

Has the behaviour been repeated to an individual on more than one occasion?

Outcomes

The outcome of the investigation will follow local threshold guidance. For example, full or further investigation or early help or school support. This will be confirmed by the MASH team.

In any of the above outcomes the school has a duty of care to manage the education needs of both children/young people.

Next Steps

Once the outcome of the incident[s] has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed [alleged victim]

What support they require depends on the individual/young person. It may be that they wish to seek one to one support via a family support worker [FSW]. It may also be that they feel able to deal with the incident[s] on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If it is a serious incident, external professionals may come into school.

If bullying, other interventions that could be considered may target a whole class or year group for example; a speaker on cyber bullying, friendship, protective measures, circle time, peer relationships. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed more frequently. If the young person feels particularly vulnerable it may be that additional support and a risk assessment can be put in place for them whilst in school.

For the young person who has displayed harmful behaviours [alleged perpetrator]

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases one to one support may also be necessary. Particular support from identified services may be necessary through an early help referral.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice type of activities e.g., making amends with the young person they have targeted if

this has been some form of bullying. One to one work with a particular service or agency [if a crime has been committed this may be through the police or youth offending service]. Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person, depending on the incident and age of the child.

The school may also choose a punishment as a consequence such as suspension or internal suspension or a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident.

Disciplinary Action

Ellwood Community Primary School will need to consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including [a] to ensure that the child/children take[s] responsibility for and realise[s] the seriousness of their behaviour; [b] to demonstrate to the child/children and others that Child-On-Child Abuse can never be tolerated; and [c] to ensure the safety and well-being of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action our school will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the Child-On-Child Abuse and the causes of it.

Our school will, where appropriate, consider the potential benefit, as well as challenge, of using exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the school.

Review of Circumstances

Following any incident of harm, it is necessary for our School to consider if anything could have been done differently.

Preventative Strategies for Schools and Settings

It is important for us to develop appropriate strategies in order to prevent the issue of Child-On-Child Abuse rather than manage the issues in a reactive way. Firstly, and most importantly we recognise that Child-On-Child Abuse can occur on any site even with the most stringent of policies.

We strive to have an environment where children feel safe to share information about anything that is upsetting or worrying them. We have a strong and positive PHSE [Life Skills] and RSE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through.

At Ellwood Community Primary School, our PSHE Curriculum incorporates:

- Healthy and respectful relationships.
- What respectful behaviour looks like?
- Gender roles, stereotyping and equality.
- Mental health and well-being.
- Keeping safe.
- Harmful behaviour.

To enable such an open and honest environment it is necessary to ensure the whole workforce and governing body feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood.

It is important that signposting is available to young people and parents in the event that they don't feel confident raising an issue to staff or a peer.

Multi-agency working can consolidate the school's procedures. By accessing advice, support and guidance, effective decisions can be made in collaboration to improve outcomes for children who may be at risk of harm. Seeking advice and guidance can act as a preventative measure so that the right course of action is taken at the earliest opportunity. It is also necessary that our school actively refers concerns/allegations of Child-On-Child Abuse where necessary to the MASH team/children's social care and the police where appropriate. This is particularly important because Child-On-Child Abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency [where the incident cannot be managed internally] to try to address the issue alone – it requires effective partnership working.

We know that schools which excel at tackling bullying [and peer abuse] have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment through staff and pupils.

Appendix 4 – Further information linked to high-profile safeguarding issues

Violence Against Women and Girls [VAWG]

VAWG is an equality and human rights issue.

Violence against women is a violation of women's fundamental human rights:

- The right not to be treated in an inhuman way.
- The right to respect for private and family life [including the right to physical and psychological integrity].
- The right to life.

VAWG Includes:

- Domestic violence.
- Forced marriage.
- Honour-based violence.
- Female genital mutilation.
- Rape and sexual offences.
- Prostitution.
- Trafficking.
- Child abuse.
- Pornography.

Violence against women shall be understood to encompass, but not be limited to, the following:

- (a) Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation;
- (b) Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutes and elsewhere, trafficking in women and forced prostitution.
- (c) Physical, sexual and psychological violence perpetrated or condoned by the state, wherever it occurs.

Honour Based Abuse [HBA]

So-called 'honour'-based abuse [HBA] [including Female Genital Mutilation and Forced Marriage] encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation [FGM], forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse [regardless of the motivation] and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Forced Marriage [FM]

This is an entirely separate issue from arranged marriage. It is a human rights' abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. We should never attempt to intervene directly as a school or through a third party. **Schools should involve the police straight away.**

Female Genital Mutilation [FGM]

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM is sometimes known as 'female genital cutting' or 'female circumcision.' Communities tend to use local names referring to this practice, including 'sunna'.

As of October 2015, Mandatory reporting is in place for FGM. There is a statutory duty placed on teachers, along with social workers and healthcare professionals to **PERSONALLY** report to the police where they discover [either through disclosure by the victim or visual evidence] that FGM appears to have taken been carried out on a girl under 18 years old.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting applies. **In addition, report to the DSL. All staff would report FGM to the police personally.**

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child’s family being from one of the ‘at risk’ communities for FGM [Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan].
- Knowledge that the child’s sibling has undergone FGM.
- Child talks about going abroad to be ‘cut’ or to prepare for marriage.

A sign that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities.
- Behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Difficulty sitting still, looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

Trafficking

Child trafficking is a form of child abuse where children are recruited and moved to be exploited, forced to work or sold. They are often subject to multiple forms of exploitation including: child sexual exploitation, benefit fraud, forced marriage, domestic servitude including cleaning, childcare and cooking, forced labour in agriculture or factories, criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft etc.

Traffickers trick, force or persuade children to leave their homes and then move them to another location. Trafficked children are often controlled with violence and threats and may be kept captive, resulting in long-lasting and devastating effects on their mental and physical health. It is not easy to identify trafficked children, but you may notice unusual behaviour or events that just don’t add up. Both boys and girls are victims of trafficking. Trafficked children may be from the UK or have been moved from another country. Poverty, war or discrimination can put children more at risk of trafficking. Traffickers may promise children education or respectable work, or persuade parents that their child can have a better future in another place. It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated. They may be scared, or they may not realise that they are a victim or are being abused. While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect.

Many children are trafficked in to the UK from abroad, but children can also be trafficked from one part of the UK to another. Even a child being moved from one side of the street to a different address for a short period of time with the intent of exploitation would be identifiable as a trafficking crime. Any suspicion of trafficking must be reported to the LADO and the Police without delay.

Radicalisation – Prevent Duty

All schools are subject to the duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have **“due regard to the need to prevent people from being drawn into terrorism.”** This duty is known as the Prevent Duty(2024).

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of Prevent, part of CONTEST, the Government’s strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The aim of Prevent is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the Prevent strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement.

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners [such as the education and health sectors, social services, children’s and youth services and offender management services], the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Indicators of vulnerability to radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to

drive a wedge between them and their families and communities. It is vital that school staff is able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Need; students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element; Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and or personal crisis.

Staff should be alert to any warning signs of radicalisation and hold an attitude of 'it could happen here.'

Hate Crime Victim Support

At Ellwood Community Primary School, we are committed to taking prejudice-based incidents seriously, ensuring they are recorded, monitored and reported as necessary.

Hate crime or hate incidents is a form of bullying directed towards an individual or group because of their identity or perceived identity. Hate Crime can be identified in many forms of bullying such as but not limited to; disability, race, religion or belief, sexual orientation and transgender identity. In Gloucestershire this also includes age, gender and alternative subcultures such as homeless.

It is recognised that Hate Incidents/Crimes can be more impactful on the victim than standard bullying because they have been attacked on account of "who they are", and element of their core identity.

Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with pupils and their families. Restorative Gloucestershire can provide support with embedding restorative

practice into schools, to tackle harmful bullying behaviours, reduce exclusion levels and/or prevent unnecessary criminalisation.

Domestic Violence GDASS

What is domestic violence?

Domestic violence is an incident or pattern of incidents of controlling, coercive, threatening, degrading, and violent behaviour, including sexual violence, in the majority of cases by a partner or ex – partner, but also by a family member or carer. It is very common. In the majority of cases it is experienced by women and is perpetrated by men; however, men can also be abused by women. This needs to be remembered and taken seriously.

Domestic abuse can include, but is not limited to, the following:

- Coercive control [a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence].
- Psychological and/or emotional abuse.
- Physical or sexual abuse.
- Financial or economic abuse.
- Harassment and stalking.
- Online or digital abuse.
- It can also include - *where they see, hear, or experience its effects.*

Gloucestershire Police, Gloucestershire County Council and Gloucestershire Safeguarding Children Partnership work collaboratively to support victims and their families of domestic violence. This is called Gloucestershire Encompass. Their ambition is to ensure that all incidents of domestic abuse are shared with schools, not just those where an offence can be identified. In our school the DSL/DDSL receives information about any abusive DV incidents directly via our encompass@ email address. This email is sent by a SER [senior education researcher]. The school is then able to support the child and family, as needed. The information will be recorded on My Concern.

If you, or someone you know, is a victim of domestic abuse find out how to [report domestic abuse](#).

- GDAS [Gloucestershire Domestic Abuse Report] - **01452 726 570 telephone or email support@gdass.org.uk**
- If you are in immediate danger, call 999 and ask for the police.
- If you are in danger and unable to talk on the phone, call 999 and listen to the questions from the operator and, if you can, respond by coughing or tapping on the handset.
- **Call 999 from a mobile**
- If prompted, press 55 to [Make Yourself Heard](#) and this will transfer your call to the police.
- Pressing 55 only works on mobiles and does not allow police to track your location.
- **Call 999 from a landline**
- If the operator can only hear background noise and cannot decide whether an emergency service is needed, you will be connected to a police call handler.
- If you replace the handset, the landline may remain connected for 45 seconds in case you pick up again.
- When 999 calls are made from landlines, information about your location should be automatically available to the call handlers to help provide a response.

Disclosure Scheme – Clare's Law

This scheme will enable members of the public to have “Right to ask” police if their current partner poses a risk to them in terms of their history of domestic abuse.

It also enables professionals to raise a “Right to know” request through the police where we feel a person may be at risk of domestic abuse by an individual whose criminal history is unknown to the partner, but where we have some reasonable concern/knowledge about the individual's past. A right to ask can also be made by a third person-e.g., a parent/relative/friend who is concerned. In these cases, if a disclosure is to be made, it will only be made to the person who needs to know i.e., the victim.

Ellwood Community Primary School is made aware of any MARC's [Multi-Agency Risk Assessment Conference] through Health.

Private Fostering

Private fostering covers a diverse range of situations. Most educational settings will have children who are privately fostered, although the school/setting may not be aware that a child is privately fostered.

Common private fostering situation include:

- African, Asian and Afro Caribbean children with parents or families overseas.
- Black and minority ethnic children with parents working or studying in the UK and living with a host family.
- Asylum seeking and refugee children.
- Trafficked children.
- Local children living apart from their families, perhaps because the family has broken down.
- Adolescents estranged from their parents.
- Children attending Language Schools.
- Children attending independent who do not return home for holiday periods.
- Children living with host families for a variety of reasons, possibly to learn English or to receive medical treatment in the UK.
- Back door adoptions.

Fabricated, Induced Illness and Abuse of Medication

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **Fabrication** of signs and symptoms. This may include fabrication of past medical history;
- **Fabrication** of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- **Induction** of illness by a variety of means.

Child Criminal Exploitation [CCE]

CCE is where an individual or group uses their position of power to take advantage of a **child or young person under the age of 18 and coerces, controls, manipulates or deceives them into criminal activity**. This could be: In exchange for something the victim needs or wants such as money, clothes, mobile phones.

[CE Screening Tool \[GCSP\]](#)

Violent crimes – [county lines/cuckooing]

Children could be at risk from violent crime, or involved with serious violent crime. Signs that need to be looked out for could be; change in friendships, absence from school, relationships with older individuals or groups, decline in performance, signs of self-harm, more money or gifts given by others, signs of assault or unexplained injuries. Further advice can be obtained from [County Lines Exploitation](#)

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or

other form of “deal line”. They are likely to exploit children and adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence [including sexual violence] and weapons.

Cuckooing is a form of crime in which drug dealers take over the home of a vulnerable person in order to use it as a base for drug dealing. Cuckooing is becoming an increasingly common problem in the South of England. Dealers often approach the vulnerable person offering free drugs to use their home for dealing or in some instances after providing ‘free’ drugs, will then force the person to deal for them in order to ‘re-pay’ their drug debts. These criminals are selective about who they target, a lot of the time victims are lonely, isolated, frequently drug users themselves and are already known to the police. Victims can include older people, those suffering from mental or physical health problems, female sex workers, single mums and those living in poverty. Victims may suffer from other forms of addiction, such as alcoholism. Once they gain control, gangs move in with the risk of domestic abuse, sexual exploitation and violence. Children as well as adults are used as drug runners. It’s common for gangs to have access to several addresses. They move quickly between vulnerable people’s homes for just a few hours, a couple of days or sometimes longer. “Cuckooing” means the criminals can operate from a property rather than the street, which is out of sight from the police making it an attractive option. They can then use the premises to deal drugs from, which is difficult for the police to monitor because they often will only stay for a short period of time. These gangs may use accommodation in rural areas, including serviced apartments, holiday lets, budget hotels and caravan parks. Some vulnerable adults may be forced to leave their homes, making themselves homeless and leaving the gangs free to sell drugs in their absence.

What are the signs of cuckooing?

Signs that ‘cuckooing’ may be going on at a property include:

- An increase in people entering and leaving.
- An increase in cars or bikes outside.
- Possible increase in anti-social behaviour.
- Increasing litter outside.
- Signs of drugs use.
- Lack of healthcare visitors.

Appendix 5 – Safeguarding Poster

Ellwood Community Primary School

Believe, Achieve, Belong

Safeguarding Team

If you have any concerns, please ensure you speak to a member of the safeguarding team immediately.



Mrs Milford: Designated Safeguarding Lead [DSL]



Mrs Woodhouse: Deputy Designated Safeguarding Lead [DDSL]



Mrs Charles: Deputy Designated Safeguarding Lead [DDSL]



Mrs Cornock: **Governor** responsible for Safeguarding

Our school is committed to safeguarding and promoting the welfare of all children, staff, visitors and volunteers.

Safeguarding is everyone's responsibility.

Appendix 6 – Offer of Early Help

Ellwood Community Primary School



Offer of Early Help

Early Help is about getting timely effective support to children, young people and their families who need it, and also focuses on how families can be supported to things for themselves and build on their strengths.

Early Help & Targeted Support

Our Early Help Offer identifies the need to help our children and families as soon as difficulties or potential problems start to emerge, or when there is a strong likelihood that problems will develop in the future.

Early help is an approach not necessarily an action. It includes prevention education as well as intervention where necessary or appropriate. In some cases, immediate urgent action might be necessary if a child or young person is at risk of immediate harm [see our 'Child Protection and Safeguarding' policy for more information].

All staff are aware of the offer of early help. At all times all staff consider if there is any offer of early help that we can make in order to help a child thrive.

Ellwood Community Primary School's Offer of Early Help

Safeguarding Team at Ellwood Community Primary School DSL: Mrs Milford DDSLs: Mrs Charles & Mrs Woodhouse Safeguarding Governor: Mrs Cornock	Our school has a range of robust safeguarding procedures in place which puts the safety and protection of children at the heart of any decisions. Our safeguarding team are well-trained to support and protect children and their families at Ellwood Community Primary School. All staff have safeguarding training and know how to seek support from the safeguarding team at any time should a concern arise.
Ellwood Community Primary School	All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the

<p>universal support for all pupils and families.</p>	<p>answer or sign-post parents/other professionals in the right direction. Parents can either talk directly with the staff or contact the office:</p> <p>admin@ellwood.gloucs.sch.uk</p> <p>Office: 01594 833232</p>
<p>Whole school curriculum at Ellwood Community Primary School.</p> <ul style="list-style-type: none"> • Personal, Social, Health Education [PSHE] [Life Skills] • Relationships Education and Sex Education [RSE] • Spiritual Moral Social and Cultural [SMSC] <p>Our school motto encompasses our whole school curriculum:</p> <p><i>Believe, Achieve, Belong</i></p>	<p>The schools have a combined PSHE [Personal Social Health Education – Life Skills], RSE [Relationships Education and Sex Education] and SMSC [Spiritual Moral Social and Cultural] Education. Our comprehensive curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Where pupils have specific issues that need discussing or addressing, we will make their wellbeing curriculum bespoke to them. Other specific topics helping pupils stay safe covered within the curriculum include [age-appropriate content]:</p> <p>Relationship and Sex Education [RSE]: RSE fits within the PSHE curriculum. For more information about our PSHE and RSE information please visit our school website.</p> <p>Parents are invited to view materials used to teach RSE before they are shown, and have the right to withdraw their children from elements of the programme if they wish. Elements of RSE are also taught through teaching of aspects of R.E and Science.</p> <p>The following topics are taught within our PSHE [Life Skills] and RSE units:</p> <p>Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of pupils from different types of families [e.g., same sex parents]; avoiding anti-gay derogatory language; Gender identity - there isn't such thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions.</p> <p>As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to the Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.</p> <p>Drugs: Alcohol, Smoking and illegal drugs.</p> <p>Keeping Safe: e-safety [including social media]; personal safety [out and about].</p> <p>Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems? What are the signs someone is struggling?</p> <p>What makes you feel good; How to look after you own emotional well-being; Personal strength and self-esteem;</p> <p>Relationships: How to make and maintain friendship; family relationships; different types of families;</p>

	<p>Healthy Living: Taking responsibility for managing your own health; Importance of sleep; The main components of healthy living [diet, exercise and wellbeing].</p> <p>Managing health and wellbeing when you are unwell.</p> <p>Children attend 'In the Net' to explore ways of keeping themselves safe.</p> <p>Pupils in KS2 have an annual visit to Skillzone.</p> <p>For further information, please see the PSHE and RSE curriculum overview and progression template on the school's website.</p>
Trick Box	<p>We are embarking on a whole school journey of implementing 'Trick Box' across our classes.</p> <p>Trick Box is a simple, fun and effective whole school, whole journey, emotional management and personal development programme, supporting children and their families.</p> <p>Evidence based and developing mental well-being in line with DfE guidelines, Trick Box programmes develop positive life habits to help deal with challenges in the here and now as well as building a repertoire of personal skills for the future.</p> <p>Trick Box</p>
No Outsiders	<p>At Ellwood Community Primary School, we incorporate lessons from 'No Outsiders' into our PSHE [Life Skills] programme of study.</p> <p>The ethos of 'No Outsiders' is: <i>Everyone Different, Everyone Welcome</i> which is at the heart of our school community here at Ellwood.</p> <p>No Outsiders</p>
Home to school support.	<p>All of our Early Help is offered in partnership with parents/carers. We work closely with parents to support families through sign posting, referring and being a point of contact for support.</p> <p>In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later.</p>
E-safety	<p>E-safety is a key part of the ongoing curriculum. Please see our e-safety policy for more information.</p> <p>NSPCC 'Keeping Your Child Safe Online'</p>
SENCOs Mrs Woodhouse	<p>Our SENCO is readily available to support children and families on a needs basis. They work closely with outside agencies and will sign post families to further services if further support is required.</p>
Pastoral Support Team: Mrs Charles [FSW] Mrs Rowley	<p>Our pastoral support team are also able to support children and families.</p> <p>All children are able to put their name into a 'listening box' to request a 'check in' with Mrs Charles or Mrs Rowley.</p>

	<p>Mrs Charles and Mrs Rowley are both trained Emotional Literacy Support Assistants [ELSA] and can offer ELSA intervention for children within school.</p> <p>For more information about ELSA: ELSA Support</p> <p>Mrs Charles also has mental health first aid training, 'Lego Therapy' and 'Time to Talk' intervention programmes she can deliver.</p>
<p><i>Ellwood Community Primary School Partners</i></p>	
<p>Universal source of help for families in Gloucestershire.</p> <p>Gloucestershire Family Information Service [FIS]</p>	<p>Gloucestershire Family Information Service [FIS] advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age [25 for young people with additional needs] and professionals working with these families.</p> <p>They can help link parents up with other organisations that might be able to help or provide the information themselves.</p> <p>Family Information Service [FIS] T: 01452 427 362 E: familyinfo@gloucestershire.gov.uk</p>
<p>Gloucestershire Children's Safeguarding Partnership [GCSP]</p>	<p>Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p> <p>Gloucestershire Safeguarding Children's Partnership [GSCP] gsep@gloucestershire.gov.uk</p>
<p>Parenting Classes</p>	<p>If parents/carers would like to be referred for parenting classes, school staff are able to signpost. Please speak to the SENCOs to arrange a meeting to discuss the support needed.</p>
<p>Food Bank Vouchers</p>	<p>The school has access to food bank vouchers to provide to families going through difficult times financially. Parents should speak to our FSW for support.</p>
<p>Mental Health Concerns</p>	<p>Referral to school nurses may be appropriate.</p> <p>Referral to CYPMHS [Gloucestershire's mental health services] via your own GP. CYPMHS practitioners may also be invited to a consultation meeting to discuss the needs of a child, without a formal referral being made. This would be discussed with parents before contact is made.</p> <p>Mental Health Services for Children & Young People [CYPMHS]</p> <p>For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals [consultant psychiatrists]. In an emergency call 999 or 111.</p> <p>CAMHS:</p> <p>You may also see the term children and adolescent mental health services [CAMHS] used. This is an older term for the main specialist NHS community service within the wider CYPMHS that may be available locally.</p>

	<p>CAMHS Gloucestershire provides a comprehensive range of specialist emotional wellbeing and mental health services for all children and young people aged under 18 who are registered with a GP in Gloucestershire. We also have subcontracted partnership working with Teens in Crisis [TiC+].</p> <p>CAMHS Gloucestershire</p>
Young Minds	<p>Parents/carers can call Young Minds – This is a Parents’ Helpline for detailed advice, emotional support and signposting about a child or young person up to the age of 25.</p> <p>Parents’ Helpline: 0808 802 5544 from 9:30am - 4pm, Monday - Friday.</p> <p>Young Minds</p>
Teens in Crisis [TIC+]	<p>TIC+ are able to support children and young people aged 9-21 and their families.</p> <p>Staff may be able to refer a child to TIC+.</p> <p>Parents can also access the ‘Parent Support and Advice Line’ for free, confidential and anonymous advice: 0800 6525675</p> <p>TIC+</p>
Bullying [including cyber-bullying]/child death/suicide prevention	<p>At Ellwood Community Primary School, we are committed to tackling bullying. We want to know immediately if there any issues with bullying at school so that it can be addressed.</p> <p>We have a series of teaching resources produced by the Gloucestershire Healthy Living and Learning Team [GHLL] to support this. In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999.</p> <p>What to do if you are being bullied</p>
Early Help	<p>The Gloucestershire Early Help and Targeted Support Service is made up of local teams of professionals who deliver practical advice and support to children, young people and their families.</p> <p>In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later.</p> <p>An ‘Early Help’ referral is made for support needed at level 2/3 of the intervention windscreen: Continuum of Need - Windscreen</p> <p>School staff can make a referral for early help, which may result in financial guidance, parenting support etc. Consent is always sought and the form is completed in partnership with parents.</p> <p>The Early Help practitioners include:</p>

	<p>Early Help Co-ordinators who provide support for practitioners who are working with children and families to meet their needs through the Graduated Pathway</p> <p>Community Social Workers work with organisations to provide a social work perspective on families they are supporting. This supports practitioners to ensure families receive the right level of support and act as a link between Children's Social Care and the community</p> <p>Early Help Partnership Managers support partnership work between organisations in communities to support the development of resources available to children and families. They attend District Community Safety Partnerships [CSPs] to make sure there is a focus on Early Help for vulnerable families alongside wider community safety concerns.</p> <p>Forest of Dean: 01458328048 forestofdeanearlyhelp@gloucestershire.gov.uk who will give details of our Early Help Coordinator [EHCO].</p>
Private Fostering	<p>A private arrangement between a child's parent and the foster parents. Children are privately fostered if they live with someone for 28 days or more, or are placed with the intention that they will stay for 28 days or more.</p> <p>The law requires the private foster carer to notify the Local Authority of the agreement at least 6 weeks before the arrangement or within 48 hours of the child's arrival if it is an emergency placement.</p> <p>If our school becomes aware of a private fostering arrangement, we will contact the Multi-Agency Safeguarding Hub [MASH] to ensure that the LA have been notified.</p>
Drugs	<p>As a school we can signpost families to support services if drug misuse has been identified.</p> <p>Drugs Advice for Schools</p>
Child abduction and community safety incidents	<p>Our PSHE curriculum supports children to build their confidence and abilities rather than simply warning them about all strangers.</p> <p>Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.</p>
'Children who are absent from education'	<p>All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.</p> <p>Parents/carers must contact the school office by 9:30am if their child is going to absent from school. If a child has not attended school for 10 days [without reason] the MASH team will be contacted. If concerns arise before the 10-day period, the MASH team will be contacted immediately. If the child has a social worker the social worker will be contacted on the first day of absence.</p>
Fabricated or Induced Illness [FII]	<p>Fabricated or induced illness [FII] is a rare form of child abuse. If professional suspect FII they must follow the safeguarding procedures set out within the 'Child Protection and Safeguarding' policy.</p> <p>FII Overview [NHS]</p>
Child Criminal Exploitation [CCE] and	<p>The CSE screening tool can be located: CSE Screening Tool</p>

Child Sexual Exploitation [CSE]	<p>This should be completed if CSE suspected. Clear information about warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are located on the GCSP's website: GCSP</p>
County Lines	<p>County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money.</p> <p>Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office: County Lines Guidance</p>
Modern Slavery and the National Referral Mechanism	<p>Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.</p> <p>Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them is available: Modern Slavery [GOV]</p>
Cybercrime	<p>At Ellwood Community Primary School, we teach the children about online safety through our computing curriculum. We also embed aspects of e-safety into our PSHE curriculum.</p> <p>Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' [crimes that can happen off-line but are enabled at scale and at speed on-line] or 'cyber dependent' [crimes that can be committed only by using a computer].</p> <p>For more information: When to call the police, Cyber Choices, National Cyber Security Centre</p>
Domestic Abuse	<p>The GCSP have published a Domestic Abuse pathway for educational settings which is on the GCSP website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship, then the usual procedures should be followed and a referral made to the MASH team.</p> <p>The response will vary according to the age of the young person so that the appropriate agencies are involved.</p> <p>Gloucestershire Domestic Abuse Support Service [GDASS] GDASS</p> <p>MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences [MARACs] prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high-risk cases, as part of the process of risk management.</p>
Flare [App]	<p>'Flare' is a Safer Gloucestershire app, created for women and girls, to anonymously share their experiences of how and where they've felt unsafe.</p> <p>The app helps local agencies understand how and where you feel unsafe and take action.</p>

Homelessness	The DSL/DDSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Please contact the DSL or DDSL if you have concerns about becoming homeless.
Female Genital Mutilation [FGM]	<p>All staff have completed FGM training. This training is renewed annually.</p> <p>All staff have a statutory duty to report to the police where they discover [either through disclosure by the victim or visual evidence] that FGM appears to have been carried out on a girl under 18.</p> <p>Mandatory Reporting of FGM - Procedural Information</p>
Forced Marriage	<p>The Forced Marriage Unit [FMU] has created: multi-agency practice guidelines: handling cases of forced marriage [pages 32-36 of which focus on the role of schools and colleges] and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at Forced Marriage Guidance</p> <p>Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdof.gov.uk.</p>
Faith Based Abuse	National Action Plan to Tackle Faith Abuse
Radicalisation	<p>All staff have completed 'Prevent Duty' training. This training is renewed annually.</p> <p>Prevention: At Ellwood Community Primary School, we teach traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs.</p> <p>Prevent duty guidance: for England and Wales (accessible) - GOV.UK (www.gov.uk)</p>
Child-On-Child Abuse	<p>Child-On-Child Abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender-based violence.</p> <p>At Ellwood Community Primary School, we:</p> <ul style="list-style-type: none"> •Create an environment based on equality and informed choice allowing young people to know their rights, what to do if they are unhappy with something or what it means to give true consent. •Ensure staff have the attitude to believe that it could be happening in our setting even without disclosures. •Ensure we understand the local community and the context in which young people are growing up. •Ensure young people know the risks – talk about Child-On-Child Abuse in an age-appropriate way. •Create opportunities for young people to weigh up risks and recognise that sometimes this means they will take risks that adults or professionals disagree with.

	<ul style="list-style-type: none"> •Ensure staff check that children and young people have safe relationships in their family, with their peers and with adults within the school environment. •Ensure staff create an environment where it is ok to talk, even about the most difficult things. •Ensure staff are able to spot the signs and know what to do. <p>Child-On-Child Abuse Advice for Staff</p>
Sexual Violence and Sexual Harassment Sexualised behaviour	<p>Staff are aware of the importance of:</p> <ul style="list-style-type: none"> • challenging inappropriate behaviours; • making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; • not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and, • challenging physical behaviours [potentially criminal in nature], such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. <p>At Ellwood Community Primary School, we teach the children [in an age-appropriate] way about consent and the important of safe relationships through PSHE lessons.</p> <p>Sharing Nudes & Semi-Nudes - Advice for Educational Settings</p> <p>Shorespace.org.uk</p>
Upskirting	<p>‘Upskirting’ is where someone takes a picture under a person’s clothing [not necessarily a skirt] without their permission and or knowledge, with the intention of viewing their genitals or buttocks [with or without underwear] to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.</p>

Appendix 7 – Record of Disclosure Form

Child's Name:	DOB:
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Date of Report:	Time of Report:
Factual account of what happened, where and who was present using the child's own words:	
Your Response:	
Name [printed]:	Role:
Signature:	Date and time record was completed:
Action taken:	

If a child makes a disclosure:

During the Disclosure:

- Respect the child by listening to what he/she has to say and taking what the child says seriously. Believe what the child is telling you.
- Provide a safe environment
- Tell the child he/she is doing the right thing and that you will do what you can to help them.
- Reassure the child that he/she did nothing wrong.
- Listen and don't make assumptions. Listen more than you talk, and avoid advice giving or problem solving. Don't put words in the child's mouth or assume you know what he/she means or are going to say. Let the child use language they are comfortable with. Let the child set the pace, don't rush them.
- Do not interrogate. Don't ask the child a lot of questions, especially leading questions, which means a question in which you provide a possible answer - Did this or that happen? Were you at school?
- Listen to the child, letting them explain what happened in his or her own words.
- Limit questioning to only the following questions if the child has not already provided you with the information:
 - ❖ What happened?
 - ❖ When did it happen?
 - ❖ Where did it happen?
 - ❖ Who did it?
 - ❖ How do you know them? [If the relationship of the abuser is unclear]
- Make no promises. Don't tell the child that you won't tell anyone what they tell you. Explain that you might need to speak to other people to ensure that they are safe.
- Document exact quotes – write exactly what the child tells you.
- Be supportive, not judgmental. Don't talk negatively.
- Have an understanding about abuse and neglect. Know the four kinds of child abuse: physical, emotional, sexual, and neglect.
- When reporting child abuse to the appropriate authorities, it is important to have the following information: what happened, when it happened, where it happened, who did it and their relationship to the child. You will be asked for some identifying information such as your name, address, where you work, and how the child disclosed. All of your identifying information will be kept confidential.

Ellwood Community Primary School

Believe, Achieve, Belong



Managing Low-Level Concerns

Date reviewed: July 2024

Next renew date: July 2025

Introduction

At Ellwood Community Primary School, we take safeguarding very seriously. This includes ensuring that adults who work with children do so in a way that is in accordance with the ethos and policies set out by the school, including the Staff Conduct and Whistleblowing Policy. This policy sets out the detail and processes for staff regarding low-level concerns they may have.

Summary

It may be possible that a member of staff acts in a way that does not cause risk to children, however it is inappropriate. A member of staff who has a concern about another member of staff should inform the Head Teacher about their concern using a Low-Level Record of Concern Form. If the Head Teacher cannot be contacted, the Chair of Governors should be contacted instead.

Keeping Children Safe in Education (September 2022)

In KCSIE [2023], paragraphs 432-434, it states that schools should have policies and procedures to deal with concerns (including allegations) that do not meet the harm threshold.

At Ellwood Community Primary School, our whole school approach to promoting wellbeing and safeguarding is reflected in our core vision of:

Believe, Achieve, Belong.

We expect all stakeholders and community members to uphold this vision and we will challenge any actions or concerns that do not meet this expectation.

We have a whole school approach to safeguarding and ensure that an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

[Keeping Children in Safe in Education \[KCSIE, 2023\]](#)

What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold of Unsubstantiated, Unfounded, False or Malicious.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college 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 Local Authority Designated Officer [LADO].

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Examples of a low-level concern 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; or,
- using inappropriate sexualised, intimidating or offensive language.

Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

Allegation

Behaviour which indicates than an adult who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may 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.

Low-Level Concern

- Any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a manner which:
- Is not consistent with the school's core vision of believe, achieve, belong and our Staff Conduct Policy.

- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about the adult's suitability to work with children.

Appropriate Conduct

- Behaviour which is entirely consistent with the school's core vision of showing respect for ourselves, each other and our environment.

Storing and use of Low-Level Concerns and follow-up information

Low-Level Concern forms and follow-up information will be shared and stored securely by the Head Teacher.

This will be stored in accordance with the school's GDPR and data protection policies.

The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher.

Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures.

Whenever staff leave Ellwood Community Primary School, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept. Consideration will be given to:

- (a) whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice; or
- (b) if, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly.

Process to follow when a Low-Level Concern is raised:

The flowchart below sets out the process for reviewing a Low-Level Concern.

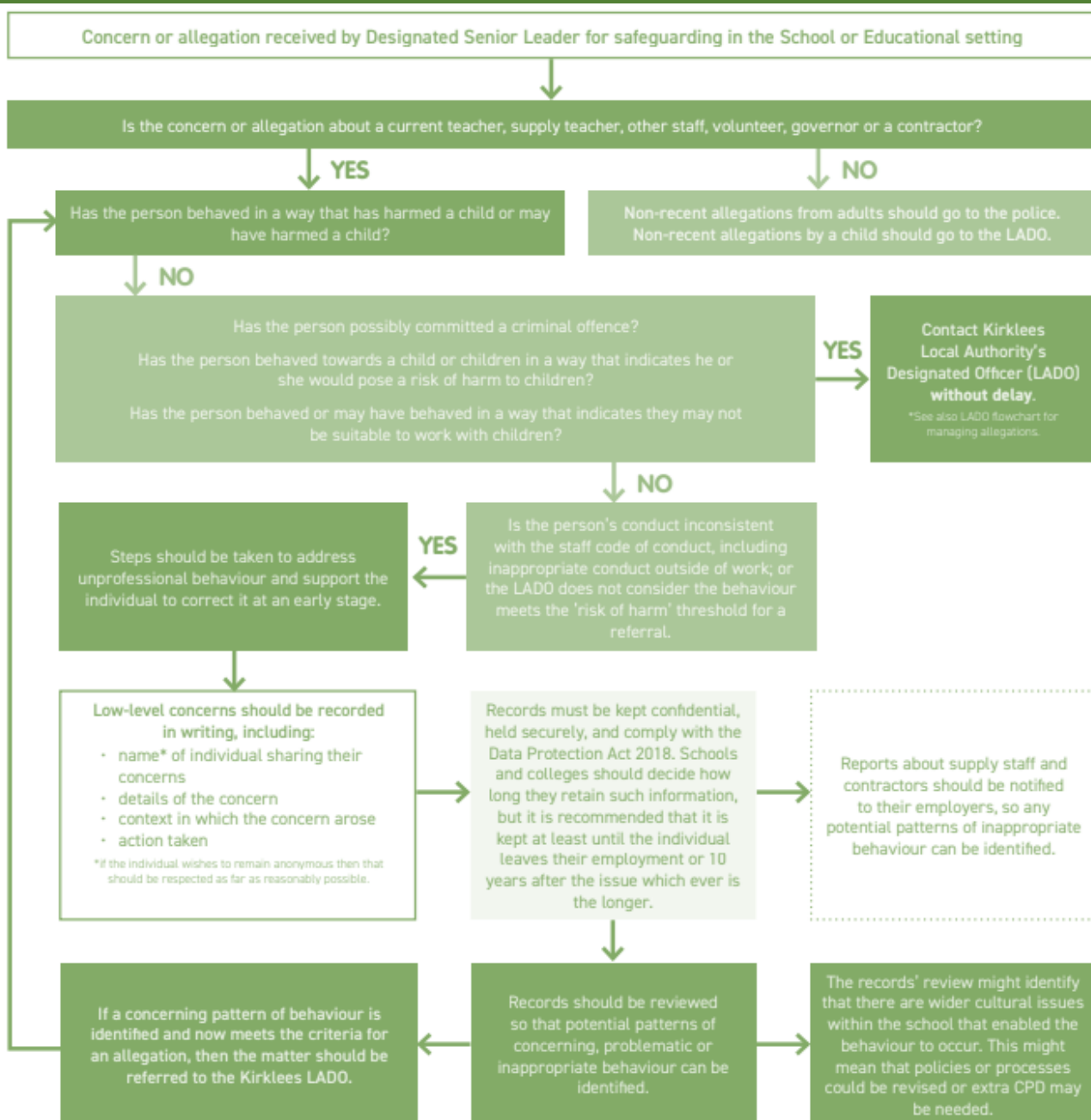
Low-Level Concerns should be recorded in writing on a LLC form (by the Head Teacher)

The Low-Level Concern form includes:

- Name of the individual sharing the concern*
- Details of the concern
- Context in which the concern arose
- Action taken

(*if an individual wishes to remain anonymous that that will be respected as far as possible)

The flowchart below outlines the action that will be taken following a concern or allegation being raised:



Sharing the Low-Level Concern

Handwritten concerns need to be given to the Head Teacher. If the concern is about the Head Teacher it will need to be given to the Chair of Governors.

Digital forms can be submitted via email (see below).

Mark as confidential to HT or Chair of Governors.

(Word documents: File: Protect Document: Encrypt with password: enter your password: repeat)

Send as an email to:

head@ellwood.gloucs.sch.uk

or, where there are concerns about the Head Teacher to;

chair@ellwood.gloucs.sch.uk

Storing the Low-Level Concern Forms

Low-Level Concern forms and follow-up information will be stored securely by the Head Teacher and be password protected.

Staff wanting to share a low-level concern can find the document below:

Paper copies for staff are in the staffroom.

Copies can be given on request.

Appendix 1: Low-Level Concern Form

Appendix 9 – Low-Level Concern Form

Ellwood Community Primary School

Believe, Achieve, Belong

Low-Level Record of Concern

Record of Concern Form

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with Ellwood School’s core vision of *Believe, Achieve, Belong* and the Staff Code of Conduct, and/or;
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

Where possible, please speak with the Head Teacher as soon as possible. It is also helpful to document your concerns, which can be done using this form and then passed to the Head Teacher.

Send as an email to head@ellwood.gloucs.sch.uk

If the concern is about the Head Teacher, please pass it onto the Chair of Governors or email them at chair@ellwood.gloucs.sch.uk

Digital forms can be submitted via email.

Ensure it is addressed as confidential

Remember, a low-level concern is different to an allegation See the table below for a definition: -

Allegation

Behaviour which indicates than an adult who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may 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

Low Level Concern

- Any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a manner which:
- Is not consistent with the school's core vision of Respect for ourselves each other and our environment and our Staff Conduct Policy
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about the adult's suitability to work with children

Appropriate Conduct

- Behaviour which is entirely consistent with the school's core vision and aims of, Believe, Achieve and Belong

Name of adult writing this concern: _____

Name of adult whom this concern is about: _____

Date written: _____

Signature: _____

Please write your concerns below (continue overleaf) You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary). Consider any contextual information that may be appropriate to know.

Appendix 10
KCSE 2024

“Children and the court system Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.”