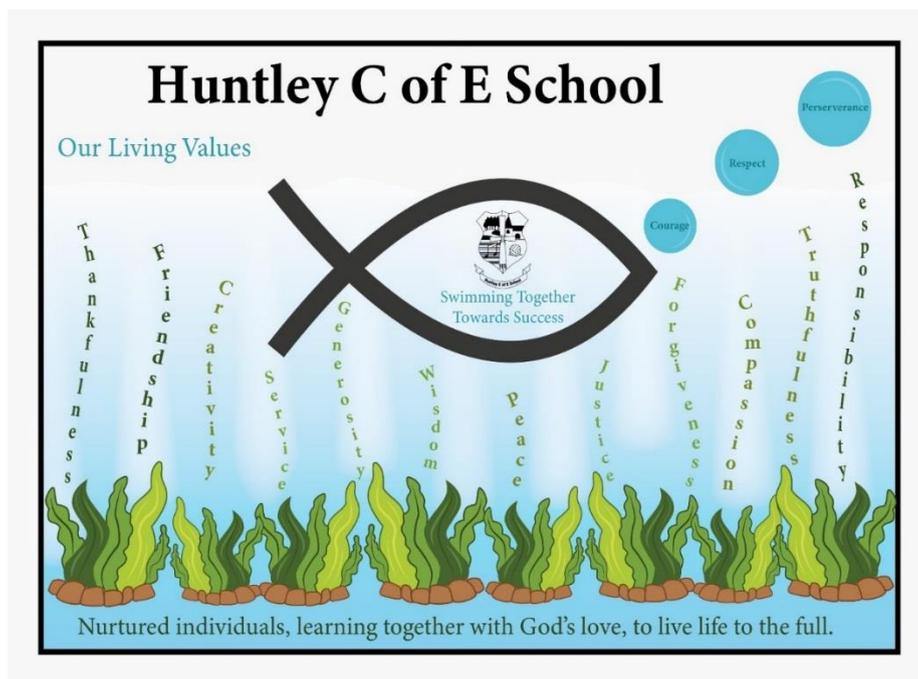




# Huntley C of E Primary School

## Safeguarding and Child Protection Policy

September 2020



Reviewed annually  
(Updated in line with KCSE- September 2020)

To read in conjunction with our:

DFE Keeping Children safe in Education guidance with **effect 1<sup>st</sup> Sept 2020**

List of policies at the end of the document

# Huntley CE Primary School Child Protection and Safeguarding Policy 2020

## School details

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**Governors' Committee Responsible:** Full Governing Body

**Governor Lead:** Fiona Gordon

**Designated Safeguarding Lead:** Ella Curtis – Head teacher & SENco

**Deputy Safeguarding Leads:** Alison Goulding – Senior teacher  
Sheralee Bramley – Class teacher

**Prevent Single Point of Contact:** Ella Curtis

**Status & Review Cycle:** Statutory

**Review annually Ratified by Full Governing Body:** September 2020

**Next Review Date:** September 2021-

Reviewed June 2021 in line with sexual abuse guidance

### Huntley C of E Primary School Safeguarding Statement

Huntley C of E Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This means that we have a Safeguarding and Child Protection Policy and clear procedures in place which we refer to in our prospectus. Parents and carers are welcome to read the Policy on request; a copy of the policy can be found on this website

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

**Designated Safeguarding Lead** - Mrs Ella Curtis

**Assistant Safeguarding Lead** - Mrs Alison Goulding and Miss Sheralee Bramley

**Governor responsible for Safeguarding** - Ms Fiona Gordon

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## 1. Introduction and Aims of the Policy

**1.0** This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' (last updated July 2019), Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' March 2015 and 'Mandatory reporting of female genital mutilation (FGM)-Home Office, 2015. The guidance reflects, 'Keeping Children Safe in Education' with effect from September 2020.

**1.1** The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

**1.2** We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

**1.3** As a Church School, all staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the spiritual, social, physical and moral development of the individual child, within an environment that is grounded in Christian values and the teachings of Jesus, which promote the need for utmost care and protection of children and vulnerable people.

**1.4** The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (See Appendices 1 and 2)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police, Social Care and the Early Help Team.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a Single Central Record (SCR) is kept for audit. (See Appendix 7)

## 2. Safe School, Safe Staff

### 2.1 We will ensure that all members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with a staff and governors code of conduct policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- a senior leader has Designated Safeguarding Lead (DSL) responsibility
- on appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
- all other staff have staff have safeguarding training updated as appropriate
- any weaknesses in Child Protection are remedied immediately
- a member of the Governing Body is, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) PINK safeguarding curriculum, through relationship and health education (RHE) and as part of e-safety curriculum. PSHE subjects will be taught where appropriate following the principles of keeping children safe and prepare children for the world they are growing up in. The content should always be age appropriate

2.2 The Lead DSL, Mrs Ella Curtis, is Head teacher and SENco. The Deputy Designated Safeguarding Leads are Mrs Alison Goulding and Miss Sheralee Bramley. These Officers have undertaken the relevant training. Additional Officers will undertake 'DSL new to role' training followed by biannual updates as the school requires these new officers

2.3 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.

2.4 All members of staff are trained in and receive regular updates in e-safety and reporting concerns

2.5 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

2.6 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.

2.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our newsletters.

2.8 Community users organising activities for children are aware of the school's child protection guidelines and procedures.

2.9 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer for allegations against staff (LADO) Nigel Hatten, for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>1</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their

service as a result of a substantiated allegation, in the case of a volunteer. The contact number for the LADO is 01452 426320

2.10 Our procedures will be regularly reviewed and up-dated.

2.11 The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

2.12 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.

2.13 The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school newsletter and website

2.14 All visitors are signed in and out of the school and wear visible badges. Children are aware of the different colour badges. Green staff, Orange visitors (DBS checked) Red visitors – not to be on their own with them and black - governors.

### **3. Safer Recruitment**

3.1 We will ensure that the Head teacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' with effect September 2020.

3.1 At Huntley CE Primary, we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references from a senior person with appropriate authority prior to interview where possible. References are sought from the most recent employer and the most recent educational setting. Electronic references are checked that they are from a legitimate source. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

3.2 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements, including Section 128. All ID is checked and copies kept in personnel files. DBS/list 99 checks are run for all staff and volunteers who work in school and checks that will recognise the range of orders which may prevent a person from carrying out teaching work. Qualifications are inspected, verified and recorded.

### **4. Responsibilities**

#### **The designated DSLs are responsible for:**

- Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.

- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training every 3 years, for all school staff.
- Providing, as part of the Head's Report for the governing body, details of any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children with a child protection plan (anonymised) as the need arises.
- See Appendix Eight for guidance and refer to the handbook for DSL in educational settings. [www.gsce.org.uk/handbook](http://www.gsce.org.uk/handbook)

## 5. Procedure for managing concerns

5.1 All concerns must be reported shared with the DSL/Deputy as soon as possible. If further action needs to be taken it will then be the responsibility of the DSL to deal with this.

5.1 It is vital that detailed, factual notes are taken to document any concerns. Ensure that you use the child's own words. Even if action is not taken immediately, this will ensure that a picture can be built over time especially in cases of neglect or emotional abuse.

5.2 Cause for concern forms can be found in the red safeguarding file in the staffroom. Please sign and date any written records and ensure they are given straight to the DSL/Deputy.

5.3 For further guidance please see Appendix Five and <http://gloucestershirechildcare.proceduresonline.com/>

## 6. Supporting Children

6.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.2 Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- See Appendix One for guidance about recognising signs of abuse.
- Supporting children when they make a report about abuse and following this up in the appropriate way.
- Ensuring that all children feel they can tell staff about abuse or worries knowing they will have an empathetic response.

## 7. Supporting Staff

7.1 We recognise 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.

7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

## 8. Confidentiality

8.1 We recognise that all matters relating to child protection are confidential. The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

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

8.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

8.4 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with *Forest Referral and Assessment Team*.

## 9. Allegations against staff including supply staff and volunteers

9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

9.2 All Staff should be aware of Gloucestershire Guidance on Behaviour Issues, and the school's own Behaviour Management policy.

9.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction

9.4 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult, without notifying the Headteacher first.

9.5 The school will follow the Gloucestershire procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

9.6 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.

9.7 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors.

9.8 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

9.9 Keeping Children safe in education 2020 provides further guidance for the Head teacher and Governing Body when managing cases of allegations.

## **10. Whistle-blowing**

10.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.

10.2 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

10.3 See Appendix 6 for the Whistle- Blowing Policy

## **11. Physical Intervention**

11.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness.

11.2 Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Handling technique.

11.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

11.4 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary

## **12. Harassment and Discrimination – Bullying and Racist Incidents**

12.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

12.2 Our school acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of incidents.

## **13. Mental health**

13.1 All staff are also aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

13.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

13.3. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

13.4 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action is taken, following our safeguarding and child protection policy, and speaking to the Designated Safeguarding Lead or Deputy.

## **14 . Prevention- Early Help**

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Write, publish and maintain a statement of an offer of early help, in order to provide early intervention should a matter of safeguarding or child protection be raised by a member of the school or wider school community (See Appendix 3)
- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, and RSE opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

## 15. Special Educational Needs (SEND)

The school recognises that pupils with SEND can have potential abuse put down to their needs, may be more prone to peer isolation than other children, can have possible abuse put down to their SEND and have communication difficulties. Extra pastoral support may be offered to children with SEND.

## 16. Children in care (CIC)

Huntley CE Primary has high aspirations for all Children in Care and takes its role as corporate parent very seriously by providing high quality and integrated support for each child. The Headteacher is the designated member of staff responsible for CIC, highly experienced and trained and known by all members of staff.

The school ensures that it is well informed by high-quality information and data about the child which is shared with members of staff working with the child. We track the progress and achievements of CIC children very closely to ensure they are making good progress.

Our school engages children and their families in both assessment and decisions about aspects of provision. We seek support and involvement from a range of expert practitioners including child and adolescent mental health services (CAMHS) and clinical psychologists.

## 17. Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits

## 18. Internet and E-safety

18.1 We use a range of technology in school including laptops and tablets. Our school takes internet safety very seriously and monitors internet use rigorously and thoroughly. School computers are subject to Local Authority security systems, firewalls and suitability screening. Our E-safety policy is set out in a separate document.

18.2 Internet safety and rules are shared with staff and school users during the induction process and information about internet safety is on the school website. School staff sign an acceptable use policy annually.

18.3 The DSLs/DDSLs are confident that they have the relevant knowledge to keep children safe on-line especially SEND children

## 19. Abuse and neglect

19.1 Knowing what to look for is vital to the early identification of abuse and neglect. All staff are aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the Designated Safeguarding lead (or deputy).

19.2 All staff are aware that abuse, neglect, and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

19.3 All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and nursery, and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Leads (and deputy) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

See Appendix One for indicators of abuse and neglect.

## 20. Sexual Abuse (Including sexual violence and sexual harassment)

Our children should feel comfortable with reporting any such abuse to staff in school and have an empathetic response and action should be taken as appropriate and in a timely manner. Children are taught the processes they need to follow in PSHE if they are unhappy in any way and should be helped to understand when they are experiencing abuse or being made to take part/or witness activities that make them feel uncomfortable or hurt them in any way.

Our staff support children when they make a report about abuse and follow this up in the appropriate way. Staff ensure that all children feel they can tell staff about abuse or worries knowing they will have an empathetic response.

## 21. Hate Crime

A hate incident is defined as: "Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice." (College of Policing 2014). If a criminal offence has been committed the Incident becomes a Hate Crime.

Protected characteristics under current (2019) hate crime legislation are named: disability; race; religion or belief; sexual orientation; and transgender identity. Gloucestershire also includes: age; gender (sex); and alternative subcultures, eg 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', an element of their core identity. There is also wider invisible impact on those that share that identity who may not themselves have been targeted. For example: If a young person with a disability witnesses disablist bullying towards a peer, he/she may become fearful and anxious about also being at risk, despite never having been directly targeted themselves.

We have clear guidelines and procedures for recording and reporting of hate incidents/crimes. Hate Crimes are reported to Gloucestershire Police via the most appropriate method:

- Contact School Beat Officer
- Submit report online at [www.gloucestershire.police.uk](http://www.gloucestershire.police.uk) (follow link on webpage) if it is not an emergency or phone 101.
- Send an email to [hatecrime@gloucestershire.police.uk](mailto:hatecrime@gloucestershire.police.uk) (if not an emergency)
- Phone 999 if it is an emergency.

We will keep a record of all Hate Crimes including the date and time, persons involved, details of the Hate Crime and any witnesses.

Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with pupils and their families (0808 281 0112 [www.victimsupport.org.uk](http://www.victimsupport.org.uk)).

Our school may deem it appropriate to take a restorative approach when dealing with Hate Crime incidents to modify behaviours and support both the victims and perpetrators. Restorative Gloucestershire can provide support with embedding restorative practice into schools, to tackle harmful bullying behaviours, reduce exclusion levels and/or prevent unnecessary criminalisation (01452 754 542 [www.restorativegloucestershire.co.uk](http://www.restorativegloucestershire.co.uk))

## 20. Protecting Pupils from Violent Extremism, Radicalisation and Terrorism

At Huntley CE Primary there is no place for extremists including expression of extremist views, vocal or active, which are opposed to fundamental British values. The staff and governors seek to protect all pupils from harm and to ensure that they are taught in a way that is consistent with the law and the British values of tolerance, democracy, liberty, and rule of law. See Appendix Four for our Prevent Duty and Policy

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

▪ **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

- Huntley CE Primary embraces The Government's National Prevent strategy which aims to:
  - Stop people from becoming terrorists or supporting terrorism.
  - This is supported by three specific objectives:
    - Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
    - Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support (individuals).
    - Work with a wide range of sectors and institutions (including education, faith, health, and criminal) where there are risks of radicalisation.
- All staff have received Prevent Duty training.

## 21. Serious Violence

The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime.

The impact of serious violent crime on individuals and the community is significant. Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response.

Early intervention is about recognising and responding to the indicators of potential vulnerability, providing early support that is effective. When a young person begins to show the

signs of exploitation or vulnerability to exploitation, and therefore at increased risk from Serious Violence, staff should be able to intervene as early as possible to help reduce the risk factors and increase the protective factor

“All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. This 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.

## 22. Honour-based Abuse and Force marriage

23.1 FGM and Forced Marriage are examples of Honour-based abuse. "Honour Based Abuse (HBA), constitutes an array of criminal offences including Forced Marriage, and are serious violations of human rights, often affecting young, vulnerable girls and women.

Staff are trained to identify and understand HBA in order to improve our outlook to appreciate the real difficulties victims find themselves in, alienated by those who are supposed to care for them.

23.2 What is the difference between a forced marriage and an arranged marriage?

In a forced marriage, one or both spouses do not consent to the marriage, but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced.

Honour-based abuse can be a trigger for a forced marriage. In an arranged marriage, the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement, still remains with the couple.

## 23. Peer on Peer Abuse

Staff recognise that children are capable of abusing their peers. The Governing Body ensures that procedures from the behaviour and/or safeguarding policies are implemented to minimise the risk of child on child abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. Child on child abuse can take different forms: this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults, physical abuse, sexting and initiation/hazing type violence and rituals. The school makes it clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

The school refers to guidance on Violence and Sexual Harassment between Children in Schools and Colleges (DfE-00155-2018).

## 24. Domestic Violence and Gloucestershire Encompass Model

Domestic Violence is termed as: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and/or emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Our DSL is aware of ways in which to support those involved through agencies such as Gloucestershire Domestic Abuse Service (GDASS). [www.gdass.org.uk](http://www.gdass.org.uk)  
[www.gov.uk/guidance/domestic-violence-and-abuse](http://www.gov.uk/guidance/domestic-violence-and-abuse).

Further information is available on the Early Help offer (see Appendix Three).

Appendix Eleven outlines the Gloucestershire Encompass School Pathway which aims to support children who are affected by domestic violence. See section 18 above

As part of our commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model. It is run in partnership with Gloucestershire County Council, Gloucestershire Safeguarding Children Executive (GSCE), and Gloucestershire Police, and aims to support children and young people who are affected by domestic abuse. Witnessing or experiencing domestic abuse is very distressing for a child or young person, who often see the abuse, hear it from another room, see a parent's injuries or distress afterwards, or can be physically hurt by trying to stop the abuse.

As a result, following any domestic abuse incident being reported to the police, the Police will make contact with one of the Education Researchers within the Gloucestershire MASH, who will then on behalf of the police communicate relevant, necessary and proportionate information to our nominated school staff. This will ensure that our school is made aware at the earliest possible opportunity and can subsequently provide support to children in a way that means they feel safe and listened to. Appendix 11 outlines the Gloucestershire Encompass School Pathway.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

See Appendix 13

## 25. **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

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

## 27. **Upskirting**

The criminal offence of 'upskirting' was created under the Voyeurism Act when it received Royal Assent in February 2019. Police and prosecutors have now updated their guidance to ensure the law is properly enforced – with offenders facing up to 2 years in jail and being placed on the sex offenders register Upskirting is a form of sexual harassment that normally involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks. It often occurs in a public crowded place, making it hard for the victim to know that a photograph is being taken, victims are often distressed and feel humiliated. 'Upskirting' is a criminal offence. Staff are familiar with the term and are aware of the implications of the practice with the whole school community.

## 28. **Sexting**

Sexting refers to someone sending sexual, naked or semi-naked images or videos of themselves or others, or sending sexually explicit messages. Sexting can happen on any electronic device that allows sharing of media and messages including smartphones, tablets, laptops, or mobiles. Creating or sharing explicit images of a child is illegal, even if the person doing it is a child.

The school ensures that procedures from the behaviour and/or safeguarding policies are followed as appropriate.

## 29. **Children Missing from Education**

Huntley CE primary has an attendance policy which is set out in a separate document. Our school recognises that children who go missing from education are a risk group.

Anyone concerned that a child is missing education can make a referral to the Access to Education Team at Gloucestershire County Council. (See Appendix ten.)

Children Missing Education (CME) refers to 'any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks'.

CME also includes those children who are missing (family whereabouts unknown) and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either

- has not taken up an allocated school place as expected, or
- has 10 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown.

## 30. **Protocol for Uncollected children**

See Appendix Nine

## 31. **First Aid and Intimate care**

31.1 Intimate Care: There is an Intimate Care policy and procedures for staff to follow which is set out in a separate document. Staff are made aware of our policy during the induction process. Intimate care plans are completed for all school aged children requiring care; these are shared with parents and carers and adapted as circumstances change. If there is a need, staff work with parents and carers towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time. Intimate care procedures are only carried out by staff with an up-to-date DBS.

31.2 First Aid: The school staff have up to date First Aid qualifications. The names of First Aiders are displayed in the school by reception. Staff in Class Stream also have additional paediatric first aid qualifications and Mrs Mason and Mrs Curtis have a First Aid at work qualification. First Aid supplies are plentiful, clearly labelled and checked regularly.

31.3 Members of staff administer medicines according to policy and instructions completed by the parent or carer. Children with medical needs have an individual health care plan. Our medical policy is set out in a separate document.

## 32. **Monitoring**

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

- Governing Body visits to the school
- Head Teacher 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for Head Teacher and GB to monitor
- Review of parental concerns and parent questionnaires

### **This policy also links to other policies :**

Positive Behaviour

Special Educational Needs

Safer Working Practices

Confidentiality

Anti-bullying

Health & Safety

Attendance,

Teaching and Learning

Drug Education

Relationships and Sex Education

Physical intervention

E-Safety, including staff use of mobile phones

Intimate Care

First Aid

Staff and Governors Code of Conduct

# Appendix one

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## Recognising signs of child abuse

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### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

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### Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

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### 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 Children's Services

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 or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Fabricates the symptoms of, or deliberately induces illness in a child
- 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

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

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## Recognising Physical Abuse

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The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- 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
- 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
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- 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 (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### Scars

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

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## Recognising Emotional Abuse

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Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated 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

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## Recognising Signs of Sexual Abuse

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Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- 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

### 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.

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### Assessment

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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 that 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.

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## Recognising Neglect

We use the GSCB Neglect toolkit to help monitor neglect and use the indicators to support decision making. There are three overarching types of neglect that may be experienced by children and young people (Jones, R, 2016), Passive, Chaotic and Active; these types are described at the back of the toolkit.

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

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## Child Sexual Exploitation

This is the government definition of CSE (February 2017)

‘CSE is a form of sexual child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants and /or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child exploitation does not always involve physical contact; it can occur through the use of technology.’

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.

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#### Peer to peer abuse

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Staff recognise that children are capable of abusing their peers. The Governing Body ensures that procedures to minimise the risk of peer on peer abuse are implemented and sets out how allegations of peer on peer abuse will be investigated and dealt with. Peer on peer abuse can take different forms: this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. The school makes it clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

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#### Domestic abuse

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Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and/or emotional.

DSL has received training on ways in which to support those involved through agencies such as Gloucestershire Domestic Abuse Service (GDASS). [www.gdass.org.uk](http://www.gdass.org.uk) [www.gov.uk/guidance/domestic-violence-and-abuse](http://www.gov.uk/guidance/domestic-violence-and-abuse)

Further information is available on Early help offer. - Appendix Three

# Appendix two

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## Forced Marriage (FM)

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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. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

## Female Genital Mutilation (FGM)

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It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

### 4 types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

### Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK

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 Leon, 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

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and 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

Staff receive training through the Home Office program in order to know how to respond appropriately to suspicions of FGM and how to act upon them.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

# Appendix Three

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## Supporting children - Offer of Early Help

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### Huntley C of E Primary School

#### OFFER OF EARLY HELP

**The Early Help Offer is an approach not a service.**

Providing early help is more effective in promoting the welfare of children rather than reacting later on. Early help means providing support as soon as a problem emerges.

It respects every family's right to access information to help manage their own lives successfully, whilst guiding them to seek support from appropriate sources.

The 'Offer' is for all children, as issues may arise at any point in a child or young person's life. It includes both universal and targeted /specialist services, to reduce or prevent concerns from growing or becoming any more serious.

- Help is there when parents, children and young people need it 'nipping problems in the bud'
- Together we will find a way forward that is right for everyone - there is a choice of help and it will be easy to access
- Families are at the centre of everything we do
- There are a number of support agencies that parents/carers can contact independently. Staff can signpost to relevant support.
- Gloucestershire Local Authority have an Offer of Early help with outlines some of the support

#### **Forest Families First Plus Team**

This is a network of Early Help co-ordinators and community support workers who work alongside other professionals. With parental consent, we are able to make a referral for support to this team. They will meet and decide who will be best placed to meet the required needs.

#### **School Nurse**

All schools have links to a school nurse. We are able to give you contact details and advice about the services they provide.

[www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=56518&p=0](http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=56518&p=0)

#### **Radicalisation**

'Radicalisation' refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism can take several forms, including Islamist extremism, far-right and animal rights. Staff have been trained in line with the new Prevent Duty (2014)

Preventing Radicalisation: <https://www.gov.uk/government/publications/channel-guidance>

**Esafety** Technology is constantly changing as is how we keep people safe whilst still enjoying the many benefits of using the internet. Staff undergo regular esafety training every two years. We also hold a parent meeting at this time to keep parents informed. We use outside experts to deliver this and train our staff. Lessons are delivered to children on a yearly basis with ongoing reminders and discussions. The CEOP website offers some really useful guidance <http://thinkyouknow.co.uk> <http://www.childnet.com/resources/>

There is also guidance and practical advice on the NSPCC website: [NSPCC.org.uk](http://NSPCC.org.uk)

### **Mental health**

If a child needs support we will signpost to the most relevant support. This may be medical support, advisory support or a counselling service. We will refer to a school nurse, 'Families First' or CAMHS (Children and adolescence mental health services) if needed. [www.youngminds.org.uk](http://www.youngminds.org.uk)

### **Domestic Abuse**

Support for parents/carers who are affected by domestic abuse or know someone that is, can be accessed as follows:

Call the Police (999 in an emergency or 101 for a non-emergency situation.)

National Domestic Violence Helpline - 0808 2000 247

Contact GDASS - Gloucestershire Domestic Abuse Support Service- on 0845 602 9035.

GDASS can help you:

- And your child stay safe in your own home.
- Access specialist legal advice
- With other agencies (e.g. housing and benefits)
- Find a place of safety if you cannot stay at home or can help you move on

### **Private fostering/Looked after children**

We work with the virtual school to support all children and families. We are involved in the regular PEP reviews.

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.

Private fostering applies to children under 16 years of age (or 18 if they are disabled) and doesn't include arrangements made between close relatives. A close relative is an aunt, uncle, step-parent, grandparent or sibling, but not a cousin, great aunt/uncle or a family friend.

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.

If our school becomes aware of a private fostering arrangement, we will contact the

**Children and Families Helpdesk (01452 426565)** to ensure that the LA have been notified.

<http://www.gloucestershire.gov.uk/privatefostering>

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>



Trafficking <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

### **Bereavement**

We provide a safe, supportive environment for the children. We will refer to a school nurse, 'Families First' or CAMHS (Children and adolescence mental health services) if needed. Winston's Wish - [www.winstonswish.org.uk](http://www.winstonswish.org.uk) are a charity offering support for bereaved children.

### **Female Genital Mutation (FGM)**

*Staff have been trained to recognise signs of FGM. Safeguarding procedures will be followed if a child is deemed to be at risk.*

### **Other useful Websites**

#### Housing advice and support

[www.shelter.org.uk/Housing-Advice-](http://www.shelter.org.uk/Housing-Advice-)

*Forest of Dean District Council Housing Association can offer support with housing issues.*

[www.fdean.gov.uk](http://www.fdean.gov.uk)

#### Family Information Service

[www.gloucestershire.gov.uk/FIS](http://www.gloucestershire.gov.uk/FIS). They offer support about parenting, child care, financial matters, children's activities in Gloucestershire, Special educational needs support and advice on school changes.

#### Barnardos Family Support Service

[http://www.barnardos.org.uk/gloucestershire/gloucestershire\\_what\\_we\\_do/sw\\_barnardos\\_in\\_Gloucestershire-parent\\_family.htm](http://www.barnardos.org.uk/gloucestershire/gloucestershire_what_we_do/sw_barnardos_in_Gloucestershire-parent_family.htm)

### **Drugs and Alcohol Support**

*Gloucestershire Drugs and Alcohol Support [www.gdas.co.uk](http://www.gdas.co.uk)*

### **Gangs and Youth Violence**

Contact the Avenger Task Force at Gloucestershire Constabulary.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

### **Gender-based Violence/Violence against Women and Girls (VAWG)**

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

### **Honour Based Violence**

The police have made a high priority to help communities tackle this and hate crime. Honour Network Helpline 0800 5999247

### **Sexting** [www.ceop.police.uk](http://www.ceop.police.uk)

Teenage Relationship Abuse <https://www.gov.uk/government/collections/this-is-abuse-campaign>

# Appendix Four

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## Prevent Duty and Policy

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The school has due regard to the need to prevent people from being drawn into terrorism (“the Prevent Duty”), as part of or wider safeguarding duties. We promote fundamental British Values; challenging extremism within a safe place.

All staff including MDS have received training through the CHANNEL program in order to recognise the signs of radicalisation and how to act upon them.

### **Huntley CE Primary School Safeguarding Policy “Prevent” and Protecting Pupils from Violent Extremism and radicalisation**

#### **Policy statement**

Our school recognises that it has a duty of care towards its pupils and that safeguarding against extreme radicalisation that may leave them vulnerable to violent extremism is one of those duties.

#### ***This policy aims to:***

Make it clear that:

- There is no place for extremists in the School including expression of extremist views, vocal or active, which are opposed to fundamental British values.
- Protect all pupils from harm and to ensure that they are taught in a way that is consistent with the law and the British values of tolerance, democracy and liberty.
- Address both Awareness of *Prevent* and the risks it is intended to.

#### **What is Prevent?**

The Government’s National Prevent strategy aim is to:

*Stop people from becoming terrorists or supporting terrorism. This is supported by three specific objectives:*

*Respond to the ideological challenge of terrorism and the threat we face from those who promote it.*

*Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support (individuals).*

*Work with a wide range of sectors and institutions (including education, faith, health and criminal) where there are risks of radicalisation.*

#### **Procedures**

#### ***Our school will:***

- Raise awareness of The Prevent Duty amongst staff and governors
- Strict internet access and use to promote safeguarding and British Values and avoid extremism
- Promote Christian values of tolerance and respect and the British values
- Monitor children’s views, values and tolerance

- Apply its safer recruitment procedures outlined in the recruitment policy.
- Ensure that staff do not use teaching materials which may encourage intolerance.

- Ensure children are not actively encouraged by teachers or visitors to the School to support extremist views of any form.
- Provide staff training, including newly appointed staff when undergoing induction on the practice of this policy within our school.
- Regularly monitor staff conduct and where necessary, i.e. in extreme cases where it is felt that the staff is a cause for concern, the School will contact the relevant authorities (central Prevent Team, local Police enforcement).

**What to do if you have a concern**

- As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.
- You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

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 difficult

# Appendix Five

## Reporting Concerns

All concerns should be reported to the school DSL/DDSL in the first instance. However if there is a concern outside of school and you are worried or concerned about anyone under 18 who you think is being abused or neglected, or that a child and their family need help and support, please contact the Gloucestershire Children and Families Front Door which is open from 9am to 5pm:

Telephone: 01452 426565

Email: [childrenshelpdesk@gloucestershire.gov.uk](mailto:childrenshelpdesk@gloucestershire.gov.uk)

Outside of office hours, you should contact the Emergency Duty Team (EDT) Telephone: 01452 61 4194 or, if you have concerns about the immediate safety of the child or you believe a serious criminal offence has been committed please contact the Police at any time on 101.

The [Multi-Agency Service Request Form \(MARF\)](#) should be used to share information with your local office. Professionals will need to make referrals to the Front Door for Children's services by completing a MARF on the new Liquid Logic portal.

If you are unsure the [Gloucestershire Safeguarding Children Board Procedures Manual](#) will be able to help guide you or the [Gloucestershire Levels of Intervention Guidance](#) which tells you which types of services a family may need to get support.

Alternatively you can call ChildLine for advice on 0800 1111 or email them by visiting [www.childline.org.uk](http://www.childline.org.uk). **RELEVANT**

## DOCUMENTS

[What to do if you're worried a child is being abused: Advice for practitioners](#)

# Appendix Six



## Whistle Blowing Policy

Spring 2019

Reviewed: 2 yearly cycle

To read in conjunction with our:

**Safeguarding and Child Protection Policy**  
**Confidentiality Policy**  
**Staff Code of Conduct Policy**

### Huntley CE Primary School – Whistle-Blowing Policy

#### 1. Policy

It is the duty of every member of staff to speak up about genuine concerns in relation to criminal activity, breach of a legal obligation (including negligence, breach of contract, breach of administrative law), miscarriage of justice, danger to health and safety or the environment, and the cover up of any of these in the workplace. It applies whether or not the information is confidential.

Huntley CE Primary School is committed to ensuring that any staff concerns of this nature will be taken seriously and investigated. A disclosure to the school will be protected if the member of staff has an honest and reasonable suspicion that the malpractice has occurred, is occurring or is likely to occur. Staff who raise concerns reasonably and responsibly will not be penalised in any way.

#### 2. Who this policy is for

This policy is for people employed by Huntley CE Primary School. For the purposes of this policy **only**, this is someone who is:

- Employed on a permanent or fixed term contract of employment;
- On a temporary contract or employed through an agency to work for school

#### 3. Procedure

Any individual who has reasonable suspicions of malpractice should initially take their concerns to the head (Ella Curtis). If they do not feel that this is the appropriate person, they should approach the chair of governors.

It is recognised that for some individuals, raising a concern under this procedure may be a daunting and difficult experience. An individual may choose to be accompanied or represented by their professional organisation at any stage of this procedure.

All reported incidents will be investigated.

All reports will be dealt with in confidence, with only staff who need to know, being informed.

The Head (or Chair of Governors) will establish and record the basis of the concerns that have been raised and establish what further actions are required. The individual raising the concern will be advised of the outcome of the investigation as soon as possible, normally within two weeks of the date of their disclosure. Where a longer period is needed for investigation, the member of staff will be informed in writing.

The Chair of Governors will be informed of all reported disclosures and the actions being taken.

[Fgordon.gov@huntley.gloucs.sch.uk](mailto:Fgordon.gov@huntley.gloucs.sch.uk) or [abryson.gov@huntley.gloucs.sch.uk](mailto:abryson.gov@huntley.gloucs.sch.uk)

If an individual is not satisfied with the response received and any subsequent action taken, they should put their concerns in writing to the Chair of Governors who will arrange any further investigation as he thinks appropriate. The Chair will send a written response to the individual concerned.

#### **4. Guiding principles**

To ensure that this policy is adhered to, and to assure staff that the concern will be taken seriously our school will:

- Not allow the person raising the concern to be victimised for doing so;
- Treat victimisation of whistle blowers as a serious matter, that may lead to disciplinary action that may include dismissal;
- Not attempt to conceal evidence of poor or unacceptable practice;
- Take disciplinary action if an employee destroys or conceals evidence of poor or unacceptable practice or misconduct;
- Ensure confidentiality clauses in employment contracts do not restrict, forbid or penalise whistle blowing;
- Liaise with the Department for Education, Gloucester County Council and other organisations to whom staff report malpractice.

#### **5. Independent advice and further reading**

Employees who feel unsure about whether or how to raise a concern or want confidential advice can contact the independent charity Public Concern at Work on 020 7404 6609 or email [helpline@pcaw.co.uk](mailto:helpline@pcaw.co.uk). Their lawyers can give free confidential advice on how to raise a concern about serious malpractice at work.

Free information and advice can also be obtained from the Advice, Conciliation and Arbitration Service (ACAS) - Telephone: 08457 47 47 47.

Public Concern at Work and ACAS can advise on the circumstances when it is more appropriate to contact an outside body.

For further reading staff may refer to:

Guidance produced by the Counter Fraud and Security Management Service <http://www.cfsms.nhs.uk/>

Guidance produced by Public Concern at Work [www.whistleblowing.org.uk](http://www.whistleblowing.org.uk).

**Ella Curtis**

**Headteacher**

**Reviewed: Spring 2018**

**Due to be reviewed: Spring 2020**

# Appendix Seven

## Huntley CE Primary School

### Self-Disclosure for Existing Workers to Share any Convictions / Cautions / Disqualifications etc TO BE

#### COMPLETED ANNUALLY

#### Confidential

#### Declaration of Criminal Record and Other Relevant Information

#### Positions Exempt from the

#### Rehabilitation of Offenders Act 1974

As stated on your application form when you originally applied for your post, because of the nature of the duties the post holder is expected to undertake, you are required to disclose details of any criminal record. The position in which you are working is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions, court orders, reprimands and final warnings on your record need to be disclosed.

Only relevant convictions and other information will be taken into account so disclosure need not be a bar to continuing in your position.

If you declare your criminal record and / or other information and we believe this to have a bearing on the requirements of the post, we shall arrange to discuss the matter with you before any final decision is taken in relation to your role.

If you have any concerns or queries about filling in this declaration please contact the Headteacher.

You should be assured that the information you give will be kept securely and in accordance with the requirements of the Data Protection Act (ie once no longer required your Self-Disclosure form will be confidentially destroyed). Only the people directly responsible for making the decision will be informed of disclosed information on a need-to-know basis.

- .....
- 1. Have you been arrested, cautioned, convicted or reprimanded since completing your last enhanced CRB/DBS Disclosure check?**

*Yes / No (please delete as applicable)*

If yes, please give details

- 1a. Is your name included on the 'Disclosure and Barring Service (DBS) Children's Barred List' or the equivalent Welsh, Northern Irish or Scottish Lists as someone unsuitable to work with children?**

*Yes / No (please delete as applicable)*

If yes, please give details.

- 2. Have you received any convictions, cautions, court orders relating to the care of children,**

reprimands or warnings or other grounds for disqualification from the appointment under the Childcare

**(Disqualification)  
and includes:-**

**Regulations 2016 NB – disqualification is not the same as being barred by**

**the DBS**

- **being cautioned for or convicted of certain violent and sexual criminal offences against children and adults;**
- **grounds relating to the care of children (including where an order is made in respect of a child under the person’s care);**
- **having registration refused or cancelled in relation to childcare or children’s homes or being disqualified from private fostering;**

*Yes / No (please delete as applicable)*

If yes, please give details

- 3. Do you live in a household where any person has received any convictions, cautions, court orders, reprimands or warnings or other grounds for disqualification (same as above) from the appointment under the Childcare (Disqualification) Regulations 2016 e.g is anyone in your household subject to Multi-Agency Public Protection Arrangements (MAPPA) or on a Sex Offenders Prevention Order (SOPO) or the Sex Offenders Register (SOR) or have they ever been?**

*Yes / No (please delete as applicable)*

If yes, please give details

I certify that the information given by me on this self-disclosure form is true to the best of my knowledge and I understand that if subsequently I am found to be materially incorrect, my employer will be entitled to terminate my employment without notice.

**Name (please print clearly)**

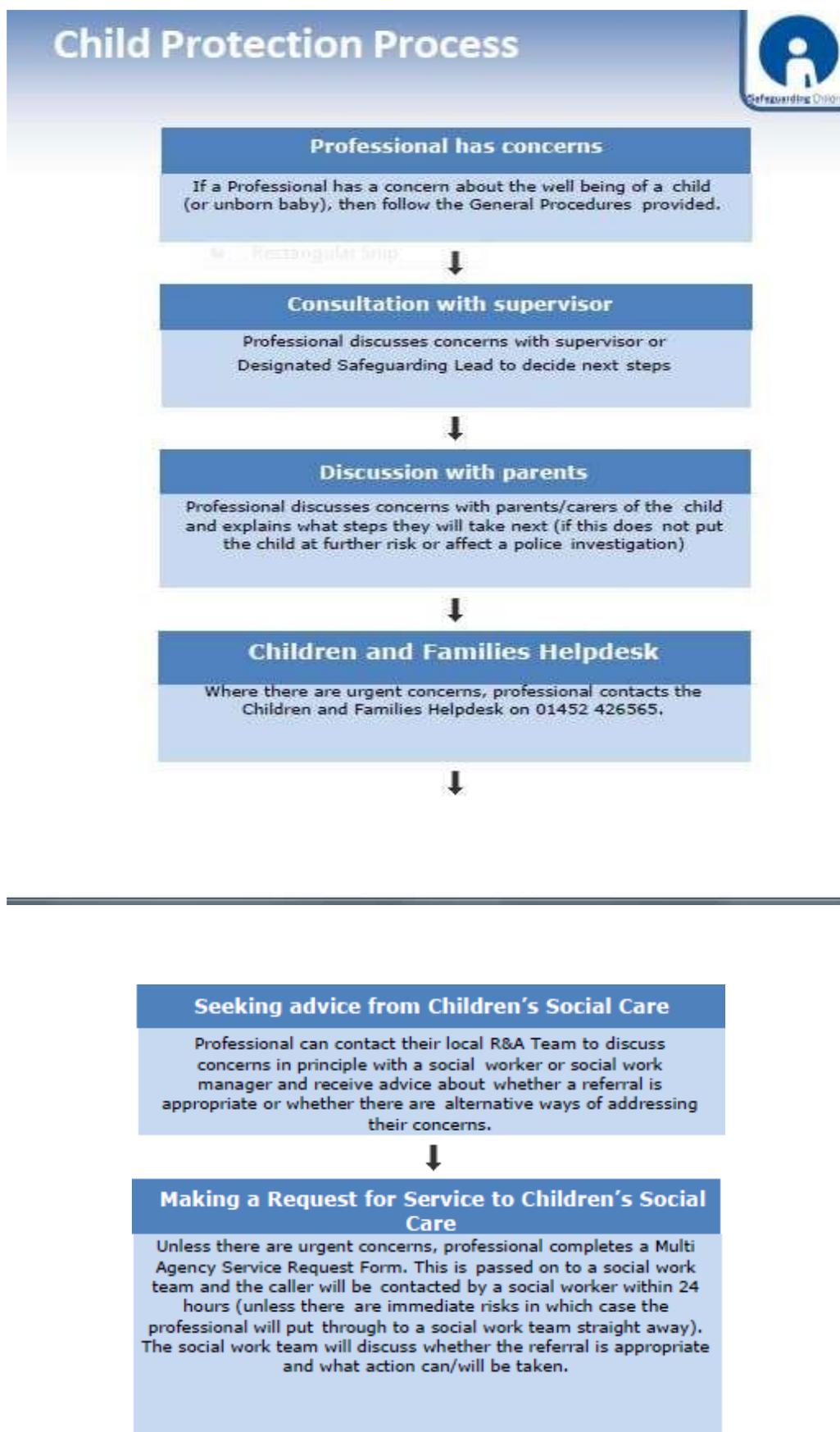
**Signed:**

**Dated:**

*Please return your completed declaration in a sealed envelope to the Head teacher, Mrs Mason or Chair of Governors marked Private and Confidential.*

# Appendix Eight - Child Protection Process

Taken from 'A handbook for the DSL in an education setting'



# Appendix Nine

## PROTOCOL FOR CHILDREN NOT COLLECTED FROM SCHOOL

The school ensures that before a child starts school details of the child i.e. date of birth, address, address of both parents, and their contact details, who has parental responsibility for the child etc. are obtained. It is also important that details of the child's emergency contacts are sought. Parents are reminded, on a regular basis, to inform the school of changes to any of these details. These details are in the locked filing cabinet in the office or can be obtained from Teachers2Parents.

### Children Not Collected from School

This protocol should be followed on those occasions where a child has not been collected from school at the end of the day and it has not proved possible to contact the parent(s)/carer(s) or the emergency contact person for the child. These situations are time consuming for the school and can be upsetting for the child, but in the majority of cases the child is collected albeit late from school.

However, there will be the occasions when parents/carers fail to collect a child due to an accident, illness or other emergency which will result in the child not being able to go home at the end of the day. On these occasions, it is important that a protocol is available which will enable the child to be looked after in a safe and welcoming environment.

The guiding principle in dealing with any situation in which a child is not collected from school must be to minimise distress to the child and for him or her to remain in familiar surroundings and/or with familiar people for as long as possible.

### Protocol - for Schools

1. If a child has not been collected, the school should make every possible attempt to contact the parent(s)/carer(s). The child may well be able to indicate if something out of the ordinary has happened at home (e.g. parental illness or absence). On some occasions another parent may offer to take a child home with them. Schools should never release a child into the care of another adult without the consent of the parent(s)/ carer(s). Neither should members of staff take, or drive, children to their home or to the home of the child(ren).
2. Initial attempt to contact parents/carers should be made when **15 minutes** have elapsed after school closing time. After **30 minutes** have elapsed contact with all emergency numbers supplied by the family should be attempted.
3. If no contact has been made and no one has arrived to collect the child when **one hour** after school closing time has elapsed, then the school should contact the Children's helpdesk 01452 426565 and provide name, date of birth and address of the child; the names of the parents/carers and their contact numbers plus any other relevant information regarding the child and their family.

The Duty Social Worker will make arrangements for the child until the parent(s)/carer(s) can be traced. Please wait with the child in school until the social worker arrives, or, in exceptional circumstances, it is agreed that the school will bring the child to the Social Care Office

A child should never be sent to an after-school club/play centre (unless arrangements have previously been made with all parties) if the parent(s)/carer(s) has not arrived. It is the responsibility of the school to follow these procedures in order to contact the parent. After-school clubs/play centres have their own procedures for uncollected children.

These arrangements can also be implemented in the following circumstances:

- Where a parent does not arrive to collect the child and no contact can be made because the telephone numbers (including any emergency numbers) provided by the parent/carer have been cut off or are unobtainable.
- Where the person calling to collect the child is not considered an appropriate adult, eg is under age, appears intoxicated, and it has not been possible to contact the parent/carer or the emergency contact.

Once the child is in the care of Social Care, they will take the responsibility for tracing the parent(s)/carer(s).

# Appendix Ten

## Gloucestershire Guidance: Children missing education

Anyone concerned that a child is missing education (CME) can make a referral to the Access to Education Team at Gloucestershire County Council

**Children Missing Education (CME)** refers to 'any child of compulsory school age who is **not** registered at any formally approved education activity eg school, alternative provision, elective home education, **and** has been out of education provision for at least 4 weeks'.

**CME** also includes those children who are **missing** (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address **and either**

- has not taken up an allocated school place as expected, or
- has 10 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown

It is the responsibility of the Access to Education Team, on behalf of the Local Authority (LA), to:-

- Collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS).
- Liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education.
- Ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed.

Alerting the Local Authority that a child may be missing education

Any professional should alert the LA when they suspect that a child might be missing from education. To make this process as easy as possible, a referral should be sent to:

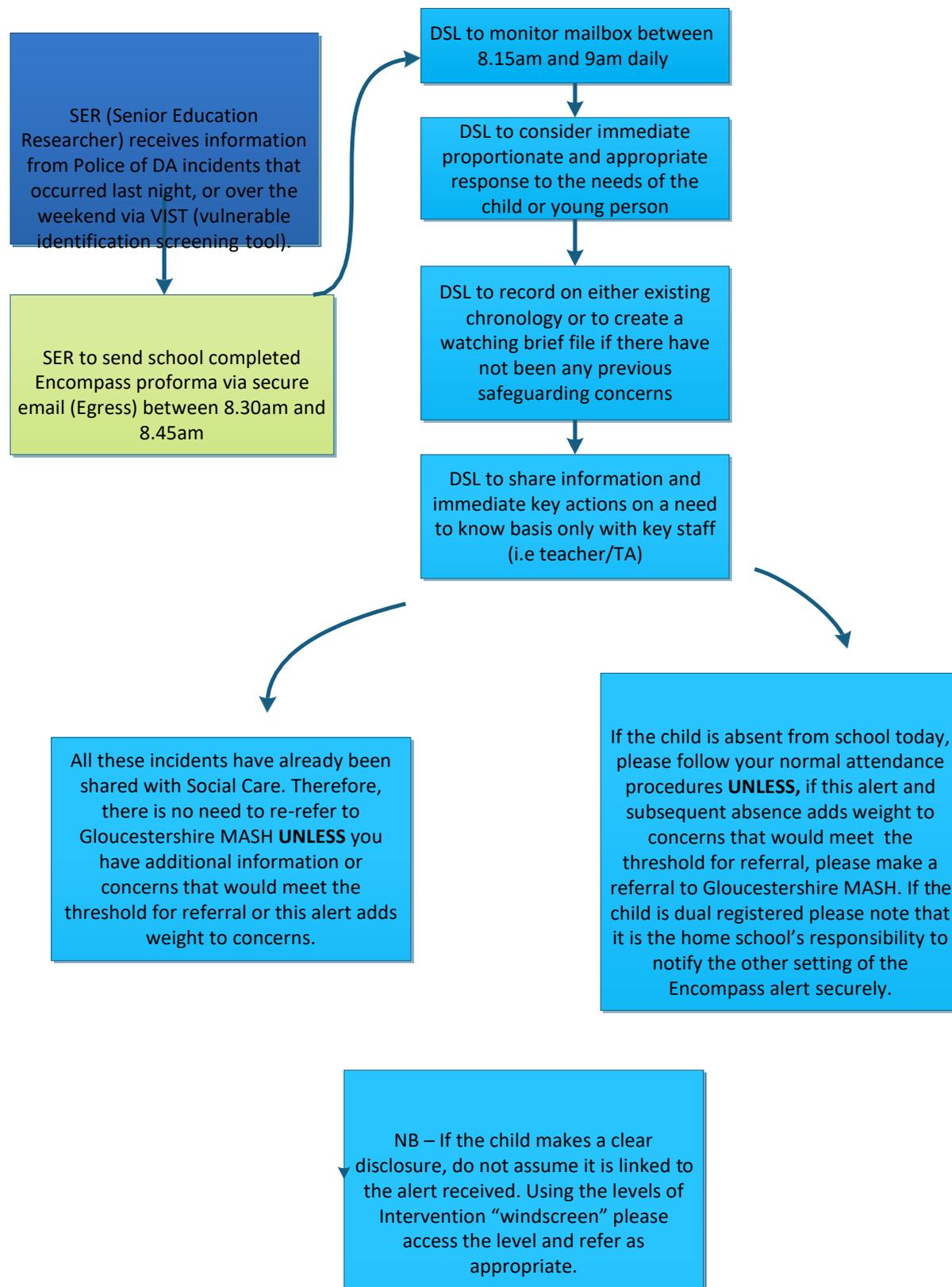
Access to Education Team  
Shire Hall  
Westgate Street  
Gloucester GL1 2TP

Tel 01452 328774 / 426015

[missingpupils@gloucestershire.gov.uk](mailto:missingpupils@gloucestershire.gov.uk)

# Appendix Eleven

## Gloucestershire Encompass School Pathway



# Appendix Twelve

## Use of mobile phones and cameras including use of electronic photos and videos-

September 2019

### Policy statement

Huntley CE Primary School embraces new technology but has a mobile phone and camera policy on personal phone and camera use. This is to protect children in the school from abuse and misuse of their images.

### Procedures

- **Personal mobile phones**
- Huntley School respects that members of staff may bring their phones to work, for use in receiving emergency phone calls. All phones must be stored away from children and not used in front of children at any time.
- In the event of an emergency, personal mobile phones may be used in a quiet space with no children present eg staff room/office.
- The landline phone may be used by staff.
- The receiving and making of calls should be kept to a minimum and limited to important calls only.
- Members of staff ensure that the telephone number of the school is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls unless necessary.
- Parents and visitors are requested not to use their mobile phones whilst on the premises and will be challenged by staff if necessary. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.
- Photos can only be taken on staff mobiles with prior approval from head teacher for exceptional circumstances eg residential trips. Photos taken of children on mobile phones should be deleted ASAP. Good practice would be to use a school camera instead.

### Cameras and videos

- Members of staff must not bring their own cameras or video recorders into the school for personal use.
- Photographs and recordings of children are only taken for valid reasons ie to record their learning and development or for displays within the setting or for website and promotional material which parents have signed for.
- Staff must only use approved cameras to take photos and these must only be downloaded onto a staff laptop which is password protected and covered by data protection. Memory sticks need to be encrypted if used.
- No electronic copies of photos must be passed to outside agencies unless educational use has been

signed for.

- Camera and video use is monitored by the Headteacher.

- Where a child is not allowed to be included in photos, other parents will be informed no visual recording is allowed.
- Parents are reminded in special events to not put photos on the internet.
- Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's Registration Form).

## **Use of Electronic Photos, Film Clips and Website**

### **Policy statement**

All electronic copies of photos and film clips of children in the school which are given to parents are for the private use of the child's family and should remain confidential to his/her family.

To ensure the safety and privacy of **all** children attending school, no electronic copies of photos or film clips taken during sessions except for the purposes of the school website (permission given by parents), should be posted on the internet and in particular on any social networking website such as Facebook. This is to protect children in the school from abuse and misuse of their images.

### **Procedures**

- The school is registered with the Data Protection agency.
- To ensure the well-being, safety and privacy of **all** the children, parents are informed of our policy that any electronic copies of photos or film clips given to them are only for their family's personal use and should not be copied or downloaded onto the internet.
- Electronic copies of photos or film clips can only be passed to outside agencies for educational purposes if parents have signed to this end.
- All copies of CDs or memory sticks containing photos or film clips are to be clearly labelled:
- **DO NOT COPY OR REPRODUCE IN ANY WAY**