

Thomas Keble School fully recognises its responsibilities for safeguarding children (child protection).

This policy should be read alongside the following School policies:

- Anti-Bullying policy
- Complaints procedure
- Whistle-blowing policy
- Behaviour policy
- Use of Force to Restrain Children
- Data Handling and Protection Policy

All other adopted School policies should also be considered when applying this policy.

1. Introduction

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

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

2. Aims

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

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

3. Strategies

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

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role (see Appendix 1).
- Ensure we have a nominated Governor responsible for child protection, who has received appropriate training (see Appendix 4).
- Ensure every member of staff (including temporary and supply staff and volunteers) and Governing Body knows the name of the designated senior person responsible for child protection and their role (see Appendix 4).
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection (see Appendix 2).
- All staff receive the necessary training in line with GSCB (Gloucestershire Safeguarding Children Board) Protocols.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus, wherein the following statement will be made:
“The School is committed to safeguarding and promoting the welfare of children. A full version of the School’s Safeguarding (Child Protection) policy is available on request.”
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the child protection register).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or Governors.
- Ensure safe recruitment practices are always followed.

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

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Children and Young People’s Service (CYPS) and Adult Mental Health Service, Education Performance & Inclusion Team and Educational Psychology Service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child’s social worker is informed.

APPENDIX 1

DETAILED GUIDANCE

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

- To be fully conversant with Local Authority and School Safeguarding and Child Protection procedures.
- They should be available to all staff of the school for consultation on child protection concerns.
- To ensure that appropriate action is taken in the school and procedures are followed in all cases of actual or suspected child abuse (Appendix 5).
- To compile a record of pupils in the school with a Child Protection Plan (CPP) to keep this updated as notification is received and to liaise with the school education social worker and other professionals in ensuring that children with a CPP are monitored.
- Where appropriate to take part in child protection conferences or reviews or to ensure that another key member of staff attends. Where this is not possible, to provide a report to the conference from the school. However, the presence of school staff is vital because of their close involvement with the child.
- To inform the Social Service Department Child Protection Co-ordinator in writing when a child on the CPR moves to another school and to inform the new school of the child's status on the Register.
- In consultation with the Headteacher, to monitor staff development and training needs and to organise training as appropriate. To ensure that they receive training to keep updated on developments.
- To ensure that the curriculum offers opportunities for raising students' awareness and developing strategies for ensuring their own protection.
- To report all issues to the Headteacher and to make a general report to Governors at least once a year.
- Designated Safeguarding Lead is Mrs Joanna Hurren.

When to be Concerned

Concerns for a child may come to the attention of staff in various ways:

- When a child has frequent or untypical injuries, not normally associated with the explanation offered.
- When a child exhibits untypical behaviour, his or her progress to school alters dramatically or attitude changes.
- When a child indulges in sexual behaviour, either verbal or non-verbal, that is unusually explicit or inappropriate to his or her age.

Dealing with a disclosure

If a child discloses that he or she has been abused, the member of staff should:

- Listen to what the child says without displaying shock or disbelief
- Accept what is being said

- Allow the child to talk freely
- Reassure the child but not make promises which may not be possible to keep
- Do not compromise confidentiality – it may well be necessary to tell Social Services
- Reassure the child – it is not his or her fault
- Stress that it is right to tell
- Listen, do not ask direct or leading questions
- Do not criticise the perpetrator – the child may well still love him or her
- Explain what you have to do next.

Record-Keeping

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour if possible), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a notice of when the record was made. All records must be signed and dated clearly using the Thomas Keble Lavender referral form – these are stored by the Headteacher's Personal Assistant (Appendix 3).

All records of a child protection nature (handwritten or typed on Appendix 3) will be given to the Designated Safeguarding Lead for safekeeping. This includes case conference minutes and written records of any concerns. Access to any records will be on a "need to know" basis. All records must be in chronological order securely held, separate from the main pupil file, and in a secure cabinet.

When a child who has a Child Protection Plan leaves the school and/or transfers to another school, the DSL will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.

When pupils who have been the subject of some concern in school transfer from primary to secondary school and/or move school part way through an academic year, any concerns that are being monitored need to be passed on to the DSL of the receiving school in writing. The School should alert the LA when they suspect that a child might be missing from education and follow the Children Missing Education (CME) Protocol as prescribed by the GCSB, (<http://www.gloucestershire.gov.uk/schoolsnet/article/114779/Children-missing-education>), or other such protocol as compliant with relevant national guidance.

Remember

Take what the child or young person says seriously.

1. React calmly because overreacting can frighten the young person and compound the feeling of guilt.
2. Tell the young person they are not to blame. Young people are the victims of child abuse, never the cause.
3. Explain to the young person what will happen next as early as possible.
4. Check your understanding with the young person of what has happened if you are not clear what the young person is telling you.
5. Keep questions to a minimum and never lead the young person as leading questions may invalidate the young person's testimony in court.
6. Use the words the young person uses.
7. Record your conversation with the young person as soon as possible after the event.

Some Do's and Don'ts

- DO be alert to signs of abuse and neglect. It can happen anywhere.
- DO be prepared to respond calmly. Children are more likely to allow you to help them if you are prepared to listen and appear not to panic.
- DO keep a clear record of your concerns and actions.
- DO make yourself aware of local procedures for responding to suspected abuse.
- DO consult the School's Designated Safeguarding Lead and/or Headteacher if you are in any doubt.
- DO NOT promise the child that you will not tell anyone else. Instead explain that to help them stop the abuse you will need to talk to other people.
- DO NOT try to "go it alone". Children are best protected when all agencies work together.

Types of Abuse

1. **Physical Abuse** can range from over-chastisement, slapping with a hand, a belt, a stick or other object to shaking, punching or throwing a child across the room.

Physical indicators can include:

- Unexplained bruises/welts/lacerations/abrasions
- Unexplained burns
- Unexplained fractures

Behavioural indicators can include:

- Flinching when approached or touched
- Reluctance to change clothes for activities
- Wary of adult contacts
- Difficult to comfort
- Apprehension when other children cry
- Crying/irritability
- Frightened of parents
- Behavioural extremes – aggressiveness, withdrawal, impulsiveness
- Regression to childlike behaviour
- Apathy
- Depression
- Poor peer relationships
- Panics in response to pain

2. **Neglect** can range from ignoring a child's developmental needs to not feeding or clothing him/her adequately and not properly supervising him/her.

Physical indicators can include:

- Consistent hunger
- Poor hygiene
- Inappropriate dress
- Consistent lack of supervision, especially in dangerous activities for long periods
- Unattended physical problems or medical needs
- Abandonment

Behavioural indicators can include:

- Begging
- Stealing food
- Constant fatigue, listlessness
- Poor relationship with care giver
- Frequent delays in picking child up from activities

3. **Sexual Abuse** is involving a child or adolescent in sexual activities that she/he does not understand, cannot give consent to and which are not acceptable by our society.

Physical indicators can include:

- Difficulty in walking, sitting down
- Stained or bloody underclothing
- Pain or itching in genital area
- Bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- Vaginal discharge

- Bed-wetting
- Excessive crying
- Sickness

Behavioural indicators can include:

- Inappropriate sexual behaviour or knowledge for the child's age
- Promiscuity
- Sudden changes in behaviour
- Running away from home
- Wary of adults
- Feeling different from other children
- Unusual avoidance of touch
- Reporting of assault
- Substance abuse (e.g. glue sniffing)
- Emotional withdrawal through lack of trust in adults
- Over-compliance with requests from others
- Frequent complaints of unexplained abdominal pains
- Eating problems
- Sleeping disturbances
- Poor peer relationships
- Possessing money or "gifts" that cannot be adequately accounted for
- Inappropriately sexually explicit drawings or stories.

4. **Emotional Abuse** ranges from rejecting a child, refusing to show a child love or affection, or making a child unhappy by continually belittling her/him or verbally abusing him/her.

Physical indicators can include:

- Failure to thrive
- Delays in physical development or progress

Behavioural indicators can include:

- Sucking, biting, rocking
- Anti-social, destructive behaviour
- Sleeping disorders, inhibition of play
- Compliant, passive, aggressive, demanding behaviour
- Impairment of intellectual emotional, social or behavioural development

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist staff. It is important, too, to remember that many children may exhibit one or several of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other valid reasons for changes in behaviour and all factors must be in relation to the child's development and context.

It is important that the DSL is up-to-date with all new guidance relating to Child Protection and staff are informed accordingly.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\)](#) – see also below
- [domestic violence](#)
- [drugs](#)

- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – see also below
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- peer on peer abuse
- [private fostering](#)
- [radicalisation](#) (Channel Prevent Duty)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

Specific protocols of guidance within Gloucestershire are detailed in Appendix 6, Thomas Keble's Safeguarding Offer of Early Help.

Further information on Child Sexual Exploitation and Female Genital Mutilation

- Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. (Keeping children Safe in Education, DFE, April 2014)

Further information can be found via the following links

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- <http://www.gscb.org.uk/CHttpHandler.ashx?id=31580&p=0>

Your response (what did you do/say following the concern):

Your name :

Your signature :

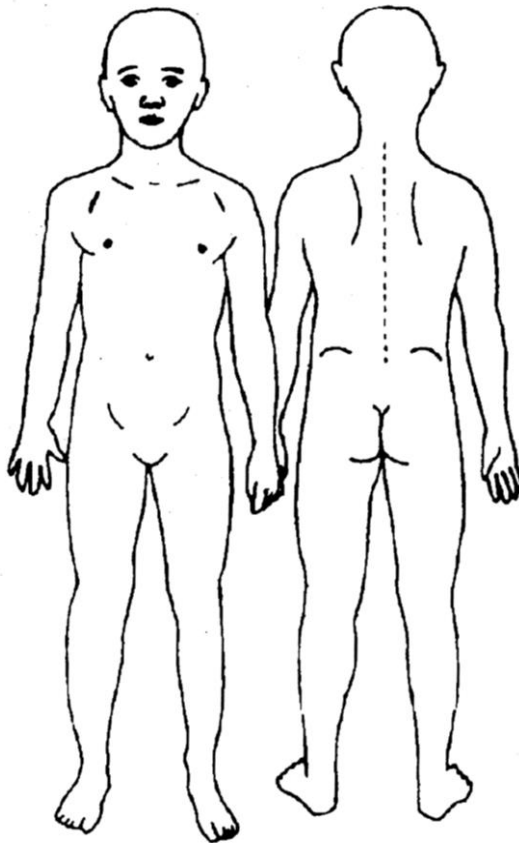
Your position in school :

Date and time of this recording :

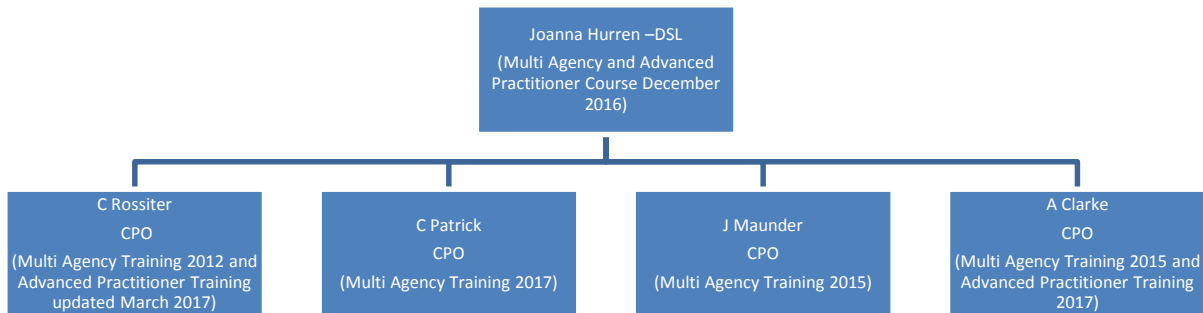
Action and response of DSL/Headteacher

Name:

Date:.....

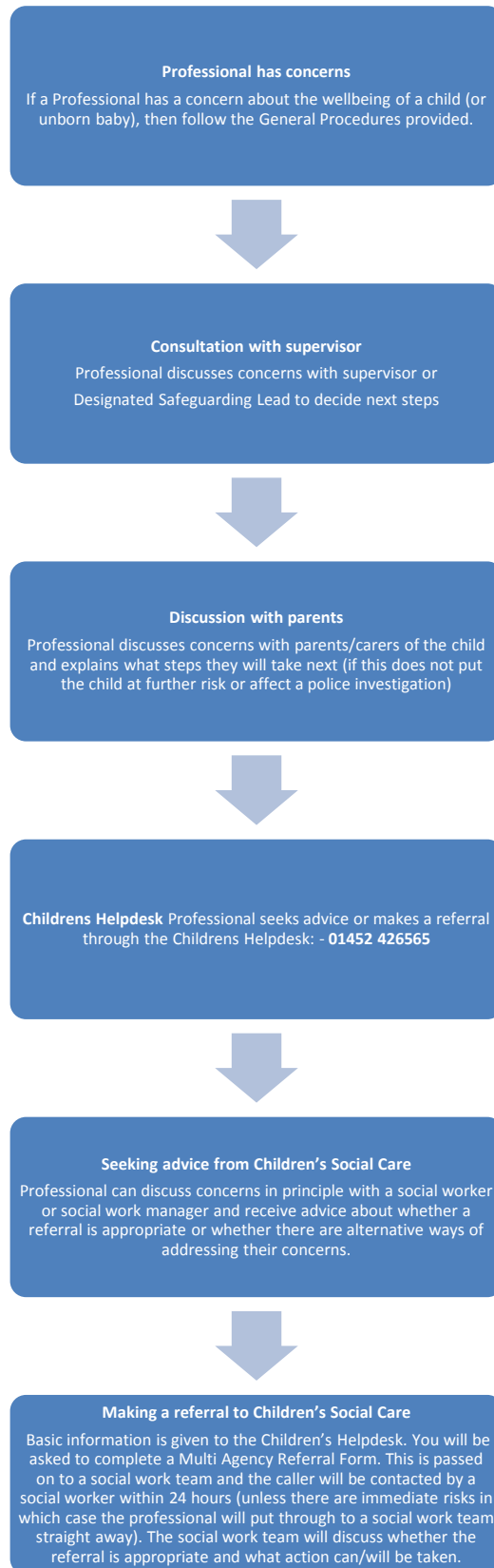


Child Protection Team 2015/16



Named Governors: Ralph Perry
Steve Ponting

Appendix 5 Child Protection Process



Adapted from P.19
<http://www.gscb.org.uk/CHttpHandler.ashx?id=31580&p=0>

Appendix 6

Safeguarding offer of Early Help **Thomas Keble School**

From time to time families need additional support and advice; at Thomas Keble School we aim to provide them with the support they need, but also recognise that on occasion they may need more specific support.

Thomas Keble School is committed to offering early help and will provide support and guidance to ensure children and young people remain safe.

Good early help means local agencies working together to:

- Identify children and families who would benefit from early help
- Assess the need for early help
- Provide targeted early help support to address the assessed needs of a child and their family focusing on things that will make things better for the child
- We will sign post other agencies or support referrals where appropriate.

This statement sits alongside our offer of Early Help and our Safeguarding policy and is an approach not a service.

Our offer of Early Help respects every family's right to access information to help manage their own lives successfully, whilst guiding them to seek support from appropriate sources. Help can then be agreed as soon as concerns start to emerge. 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 entrenched.

The school will always involve the family in all Early Help strategies and most will only be put in place with their permission. The school will aim to work with families in a supportive, non-judgemental way so that trust is built up and the best possible outcomes achieved.

There are occasions, however, when the school's safeguarding team or member of school staff may believe that a child may be at immediate risk of significant harm and that by informing the parents/carers of the concern may put the child at further risk. In these cases the school will implement Section 47 procedures. This will involve an immediate referral to social care/police without the parents'/carers' knowledge.

Early Help and Child Protection

Staff at Thomas Keble School are trained in recognising the signs of Child Abuse and Extremism and are committed to and know the benefits of Early Help as a way of supporting families and young people before their needs become acute and social care or other specialist intervention may be necessary.

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| <p>Thomas Keble School</p> | <p>All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction.</p> <p>Parents can either talk directly with the staff; staff are normally available within office hours (9am – 4pm on weekdays during term-time). Appointments are available and should be requested via the front office. Please note parents/carers who arrive without notice will not normally be able to see staff immediately due to other teaching and meeting commitments. We would ask all parents wishing to speak to a member of staff to contact school in advance to arrange an appointment.</p> <p>General office number: 01452 770301 (to contact all staff). Email address: admin@thomaskeble.gloucs.sch.uk (to contact all staff)</p> <p>The Current Pastoral Team includes: Members of the Senior Management Team, Head of Year, Tutors, Pastoral Support Worker, and our Educational Welfare Officer (our EWO is available on Thursday mornings only).</p> <ul style="list-style-type: none"> • Majority of teaching staff have undertaken the Mental Health First Aid training • Key staff have completed Full Mental Health First Aid training |
| <p>PHSE / SMSC curriculum</p> | <p>Thomas Keble School delivers PSHE (Personal Social Health Education), SRE (Sex and Relationships Education) and SMSC (Spiritual Moral Social and Cultural).</p> <p>This comprehensive curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Where pupils have specific issues that need discussing or addressing we will make their wellbeing curriculum bespoke to them. Through PSHE and other curriculum contexts, children and young people are encouraged to talk about feelings to deal assertively with pressures such as child sexual exploitation, healthy relationships, Domestic Abuse between young people, bullying, forced marriage and honour based violence.</p> <p>Other specific topics helping pupils stay safe covered within the curriculum include (age appropriate content):</p> <ul style="list-style-type: none"> • Relationship and Sex education: Children in Year 8 have formal sex education – discussing puberty, changes, personal hygiene. • Gender, identity and tolerance • Drugs: alcohol, smoking and illegal drugs. • Keeping Safe: E-safety (Facebook and internet); personal safety (out and about); how to respond to an emergency • Emotional well-being • Healthy Living |

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| | The school uses resources from the PINK curriculum available via Gloucestershire Healthy Living and Learning e.g. Beyond Fed Up http://www.ghll.org.uk/ |
| Educational Psychology Service | www.gloucestershire.gov.uk/eps - The Educational Psychology Service provides a psychology service for children and young people (0-25) in Gloucestershire. |
| Advisory Teaching Service | www.gloucestershire.gov.uk/ats - The Advisory Teaching Service provides a specialist advisory support for children and young people with SEND in Gloucestershire. |
| Gloucestershire Healthy Living and Learning (GHLL) | <p>'Healthy children do better in learning and in life. The aim of Gloucestershire Healthy Living and Learning is to help children and young people achieve their full potential and lead long, healthy, happy lives'</p> <p>Taking part in the GHLL programme has enabled Thomas Keble School to support children and young people to make positive changes in their behaviour to improve both their physical and mental wellbeing. The programme aims to make sure that we respond to what our children have told us in the Gloucestershire Online Pupil Survey, thereby focusing our resources on our most vulnerable children and young people.</p> <p>http://www.ghll.org.uk/</p> <p>Thomas Keble has achieved its Healthy Living and Learning Award.</p> |
| School Nurse | <p>School Nurses are community based teams working with and supporting children and young people aged 5–19 and their families, to achieve the best possible health outcomes and to reduce health inequalities. They deliver public health in accordance with the Healthy Child Programme (DoH 2009), Healthy Lives, Healthy People White Paper (DoH 2010) and Getting it right for children, young people and families – Maximising the contribution of the school nursing team (DoH 2012)</p> <p>School Nurse: Mrs Pat Matthews (on site every Monday between 1pm and 2pm)</p> <p>Further information can be found at: https://www.facebook.com/School-Nursing-Glos-HIYA-371156396334690/</p> |
| Gloucestershire Family Information | <p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0–19 years of age (25 for young people with additional needs) and professional working with these families.</p> <p>Contact FIS by emailing: familyinfo@gloucestershire.gov.uk or telephone (0800) 542 0202 or (01452) 427362. FIS also have a website which has a wealth of information to support many issues such as childcare and support for children with disabilities.</p> <p>www.glofamiliedirectory.org.uk</p> |

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| Young Carers | www.glosyoungcarers.org.uk – Supporting young carers to reach their potential, working closely with schools to enable them and their families to access support that minimises their health, wellbeing and resilience. |
| Winston’s Wish | www.winstonswish.org.uk – Charity supporting young people affected by bereavement. Offers family support, individual and group sessions and have a range of other services including helplines, training and publications. |
| GSCB (Gloucestershire Safeguarding Children’s Board) | Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options. http://www.gscb.org.uk |
| E-safety | E-safety is delivered across the curriculum. Parents can also obtain additional advice from the following websites. http://parentzone.org.uk/parent-info CEOP - http://ceop.police.uk Police - www.gloucestershire.police.uk (Cyber Harm reduction) |
| Sexting | All instances of sexting are reported to the Designated Safeguarding Lead. Sexting is covered in the curriculum in PSHE and the tutorial programme. Pupils also receive information from Gloucestershire Constabulary via assemblies. Useful sources of information http://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting http://parentzone.org.uk/parent-info |
| Bullying (including cyber-bullying)/child death/suicide prevention | All Gloucestershire schools including Thomas Keble School are committed to tackling bullying. We want to know immediately if there are any issues with bullying at school so that it can be addressed. We have incorporated into our curriculum a series of teaching resources to deal with the cause and effect of bullying issues and have developed the training and presence of our anti-bullying Ambassadors. All instances of bullying in whatever form are dealt with in line with the school’s behaviour policy. Further Support can be found via the following websites: <ul style="list-style-type: none"> • Gloucestershire Safeguarding Children Board – www.gscb.org.uk • South West Grid for Learning – www.swgfl.org.uk/safe • Childline – www.childline.org or 0800 1111 |

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| | <ul style="list-style-type: none"> • Parentline Plus – www.parentlineplus.org.uk or 0808 800 2222 • Kidscape – www.kidscape.org.uk or 020 773 03300 • Samaritans – www.samaritans.org.uk or 08457 90 90 90 • Get Safe online – www.getsafeonline.org/ • Think U Know – http://www.thinkuknow.co.uk • Digizen – http://www.digizen.org • Gloucestershire Families Directory – http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page • If bullying happens through phone calls or text messages, help is available from your network provider. • For cyberbullying through emails, contact your internet service provider. |
| <p>Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment</p> | <p>Within Gloucestershire Targeted Support Teams provide multiagency support for children and families. A phone call to discuss a possible referral is helpful before making written referral.</p> <p>School actively refers to when appropriate:</p> <ul style="list-style-type: none"> • Stroud Families First Team (01452 328130) • The Youth Support Team provide a range of services for vulnerable young people aged between 11-19 (and up to 25 for young people with special needs), including: <ul style="list-style-type: none"> ○ Youth offending ○ Looked after children ○ Care leaver's support services (for those aged 16+) ○ Early intervention and prevention service for 11-19 year olds ○ Support for young people with learning difficulties and/or disabilities ○ Positive activities for young people with disabilities ○ Support with housing and homelessness ○ Help and support to tackle substance misuse problems and other health issues ○ Support into education, training and employment ○ Support for teenage parents |
| <p>GRASAC</p> | <p>www.rapecrisis.org.uk – Provides free, confidential and non-judgemental support and information services to women and girls affected by any form of sexual violence including rape, sexual assault and/or childhood sexual abuse.</p> |
| <p>Drug concerns</p> | <p>InfoBuzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse. Drugs education is covered in the school curriculum.</p> <p>www.infobuzz.co.uk/</p> |
| <p>Mental health concerns</p> | <ul style="list-style-type: none"> • Referral to school nurses may be appropriate. • Referral to CYPS (Gloucestershire's mental health services) via your own GP. |

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| <p>* Please note that in Gloucestershire CYPS (children and young people's services) replaced CAMHS (child and adolescent mental health services)</p> | <ul style="list-style-type: none"> • For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). In an emergency call 999 or 111. • CYPS* Practitioner advice line (for professionals to call) Tel: 01452 894272. • Emotional Health and well-being is delivered through the PHSE curriculum • Referral to Teens in Crisis. (Families and students can also self-refer to this service) http://www.ticplus.org.uk/ • Useful websites • www.onyourmindglos.nhs.uk http://www.youngminds.org.uk/ https://www.rethink.org/?gclid=COq5tN7kkssCFYEy0wodgJEBEQ http://www.nhs.uk/Conditions/Panic_disorder/Pages/self%20help.aspx http://www.nopanic.org.uk/ http://www.helpguide.org/articles/anxiety/anxiety-attacks-and-anxiety-disorders.htm http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/coping-with-panic-attacks.aspx http://www.anxietyuk.org.uk/ |
| <p>Child Sexual exploitation (CSE)</p> | <p>The Safeguarding team at Thomas Keble School receive on-going training to ensure they follow the correct procedures at all times and know how to use the CSE.</p> <p>Clear information about Warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at www.gscb.org. Referrals should be made to Gloucestershire social care and the Gloucestershire Police. Gloucestershire Police CSE Team: The CSE team sits within the Public Protection Bureau 19 Single agency team (Police) http://www.gscb.org.uk/i-work-with-children-young-people-and-parents/issues-affecting-children-and-young-people/child-sexual-exploitation-and-missing-children/</p> <p>Year 8 pupils have access to the Chelsea's Choice production which has been commissioned by the GSCB.</p> |
| <p>Domestic violence</p> | <p>The Safeguarding Team at Thomas Keble School follow all advice from the GSCB (Gloucestershire Safeguarding Children's board) if a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship then the usual procedures should be followed and a referral made to the Children's Helpdesk (Tel: 01452 426565).</p> <p>Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk</p> <p>MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court</p> |

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| | Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management. |
| Teenage relationship abuse | <p>Please see comment about the Domestic abuse pathway for educational settings above (in domestic violence section) – www.gdass.org.uk.</p> <p>All violence or suspected violence should be reported the police and/or social care as appropriate. GDASS (Gloucestershire Domestic Abuse Support Service) can be referred to for support.</p> <ul style="list-style-type: none"> • Young person’s GDASS leaflet. • Lead GHLL Teacher for advice and support with curriculum resources (tel: 01452 427208) • Gloucestershire Take a Stand – www.glostakeastand.com • Hollie Gazzard Trust (local charity) – support worker. www.holliegazzard.org <p>Prevention: Resources used in the curriculum with pupils are the ‘Teenage Relationship Abuse’ and ‘Give and Get’ (about consent) Curriculum resources – www.ghll.org</p> |
| Female genital mutilation (FGM) | <p>The Safeguarding and Senior Management Teams have completed the online home office training, ‘<i>Female Genital Mutilation: Recognising and Preventing FGM</i>’ and follow all procedures as outlined by the GSCB.</p> <p>Posters/leaflets on FGM shared with staff.</p> |
| Forced marriage | <p>SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire is Acting DI Jo Mercurio (Gloucestershire Constabulary, Public Protection Bureau).</p> <p>UK Forced Marriage Unit fm@fco.gov.uk Telephone: 020 7008 0151 Call 999 (police) in an emergency.</p> <p>www.gov.uk/stop-forced-marriage for information on Forced Marriage.</p> <p>Please see ‘Multi-Agency Practice Guidelines- Handling cases of Forced Marriage’ for more information and detail https://www.gov.uk/forcedmarriage.</p> |
| Gangs and youth violence | <p>A task force set up to identify potential gang members as vulnerable individuals and potential victims and aims to help them.</p> <p>Contact the Avenger Task Force/Inspector Neil Smith (Gloucestershire Police Tel: 101).</p> |

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| Gender-based | www.gov.uk – home office policy document, 'Ending violence 21 violence/violence against women and girls (WAWG) against women and girls in the UK' (June 2014). FGM (Female Genital Mutilation) is violence against women and girls. Hope House SARC (Sexual Assault Referral Centre): 01452 754390 Gloucestershire Rape and Sexual Abuse Centre: 01452 526770 |
| Honour based violence (HBV) | The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Network Help line': 0800 5 999 247 Inspector Fay Komarah is the Gloucestershire Police contact for honour based violence. |
| Private fostering | A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents). Gloucestershire County council website information on private fostering - http://www.gloucestershire.gov.uk/privatefostering Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427874 . |
| Radicalisation | Designated Senior Staff for child protection are aware of the issues and have ensured that all staff in school are aware of the Prevent Duty for Schools https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf . All staff are able to identify those children who may be vulnerable to radicalization and know what to do when they are identified. The school/setting engages with any Channel Panel meeting and is building young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. A member of senior staff has received Workshop to Raise Awareness of Prevent Training and communicated these messages to all staff. Staff follow all guidelines for making referrals in line with local and national guidance |
| Children who run away (missing persons/missing children) | <i>Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care.</i> ASTRA (Gloucestershire): The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across Gloucestershire. The project provides support, advice and information to young people up to eighteen years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions To Running Away. Freephone Telephone number: 0800-389-4992 EXCLUSIVELY for young people who have run away and have no money. (All other callers are asked to use the 'ordinary' number - Tel: 01452 541599). <ul style="list-style-type: none"> • PC Christina Pfister (Missing persons Coordinator Gloucestershire Police). Tel: 101 (Gloucestershire Police). • GSCB Missing Children Protocol http://www.gscb.org.uk/CHttpHandler.ashx?id=54600&p=0 |

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| <p>CME (Children missing education)</p> | <p>Anyone concerned that a child is missing education (CME) can make a referral to the Education Performance and Inclusion team (EPI) at Gloucestershire County Council</p> <p>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'.</p> <p>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</p> <ul style="list-style-type: none"> • 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 <p>Children Missing Education (CME) is established and in line with current guidance:</p> <p>http://www.gloucestershire.gov.uk/schoolsnet/children-missing-education</p> |

Thomas Keble School has robust safeguarding procedures in place. The school's safeguarding team is made up of the following personnel:

- Designated Safeguarding Lead (DSL) – Mrs Joanna Hurren
- Deputy Designated Safeguarding Lead (DDSL – SMT Lead) – Mrs Claire Rossiter
- Safeguarding Team Members – Miss Julia Maunder, Mrs Alison Clarke, Mr Chris Patrick,
- Safeguarding Governor – Mr Ralph Perry, Mr Steve Ponting

The DSL and Safeguarding team complete training every two years and all staff complete safeguarding training on a three yearly basis and are updated regularly to any changes in legislation.

The Safeguarding Team are responsible for:

- Completing Section 175 Audit and Action Plan (aiding prevention work)
- Team around the child meetings (led by Social Care).
- Attendance at Child in Need Meetings working with Social care teams.
- My Plan Plus - both as lead professionals and as attendees at meetings.
- Staff trained to use the Child Sexual Exploitation Screening Tool.
- Safe relationship work with pupils.
- Involvement in MARAC.
- Organisation of relevant training/updates.
- Referrals to Social Care.

Please Note:

- This statement should be read in conjunction with the following documents: Safeguarding (Child Protection Policy, Early Help Offer, Anti-bullying Policy, Acceptable Users Policy) and other relevant documents.
- The listed offer is not exhaustive and will be reviewed annually.
- The school is not responsible for the content of external websites.

Image taken from current Gloucestershire guidance:
http://gloucestershirechildcare.proceduresonline.com/p_cin_threshold_crit.html

