



Battledown Centre for Children and Families

A Specialist Early Years Centre

Child Protection and Safeguarding Policy and Procedures

This policy should be read in conjunction with the Whistleblowing Policy, Staff Code of Conduct contained in the *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*

This policy covers all aspects of school's work including Special School, Extended Services and Child Development Centre

Committee Responsible: SDI & Safeguarding

Date of Policy: November 2018

Review Date: November 2019

Signed: **Date:**

Chair of Governors

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Table of responsible people at Battledown Centre for Children & Families

Responsible Designated Safeguarding Lead (DSL)	Acting Headteacher - Mary King-Stokes
Responsible Deputy Designated Safeguarding Lead	Deputy Headteacher - Nikki Teague
Chair of Governors	Ros Sutton
Designated Governor safeguarding	Sue Sim & Alison Morley
Responsible for Safer Recruitment	Staff - Mary King-Stokes Nikki Teague Jane Davis Governor - Ros Sutton
SDI & Safeguarding Committee	Mel Bleaken & Mike Cooke (Joint Chairs) Sue Sim (Vice Chair) Mary King-Stokes Sarah Moran Diane Lyle Ros Sutton Alison Morley
Responsible for the management of the Single Central Record (SCR)	Jane Davis

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Battledown Centre for Children & Families is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children have the right to be protected from harm;
- Children need to be safe and to feel safe in school;
- Children need support which matches their individual needs, including those who may have experienced abuse;
- All children have the right to speak freely and voice their values and beliefs;
- All children must be encouraged to respect each other's values and support each other;

- All children have the right to be supported to meet their emotional, and social needs as well as their educational needs - a happy healthy sociable child will achieve better educationally;
- We can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and all staff and visitors understand they have an important role to play in safeguarding children and protecting them from abuse.
- Where abuse impacts on children's behaviour, the school's Developing Children's Behaviour Policy will support 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.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2018\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

All action taken is currently in line with the Gloucestershire Safeguarding Children Board (GSCB) procedures, where relevant, and the following Legislative Framework.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(2018\)](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Whistleblowing and Conduct Policy, the role and identity of the designated safeguarding lead (DSL) and deputies, the Developing Children's Behaviour Policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

5.2 The designated safeguarding lead (DSL)

The DSL (named on page 3) is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Deputy DSL's and class teachers have the DSL's out of hour's telephone number. When the DSL is absent, the deputies (named on page 3) - will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

5.3 The Governing Body

The Governing Body are accountable for ensuring the safety of the school and have a Safeguarding Committee. Terms of Reference are available on school website.

Governors will ensure:-

- a Safeguarding Governor is nominated and appropriate training is attended
- school operates, "Safer Recruitment" procedures
- at least one senior member of the school's Leadership Team acts as a Designated Safeguarding Lead

- the Designated Safeguarding Lead attends appropriate refresher training every two years
- all other staff who work with children undertake training at three yearly intervals
- temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities
- the school remedies any deficiencies or weaknesses in systems and practices brought to its attention without delay
- the school has procedures for dealing with allegations of abuse against staff/volunteers.
- approval of the Safeguarding Children policy and/or procedures
- the number of incidents/cases of Child Protection which have arisen in non-attributable form
- access to the Single Central Record for review

The Nominated Governor for Child Protection is responsible for liaising with the Acting Headteacher/Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational - they will not be involved in concerns about individual pupils.

S/he will liaise when necessary, and with due regard to issues of confidentiality, with the Acting Headteacher about allegations of abuse. The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

If information comes to governors about an allegation against a member of staff, the Acting Headteacher/Local Authority will be informed, as appropriate.

All governors will read Keeping Children Safe in Education.

5.4 The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Ensuring all staff understand and have access to County policy and procedures on Safeguarding Children. The following link accesses the 'live' version of the Safeguarding handbook: <http://www.gscb.org.uk/handbook>
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the Deputy DSL's have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

- Have consistent ways of:
 - recording concerns
 - involving agencies
 - gathering information for a Child in Need and Child Protection planning meetings, strategy meetings and core group meetings and Children in Care (CIC) reviews
 - keeping staff informed of developments
 - working with families and keeping them informed as appropriate.
- Keep a filing system which is easy to use, well-organised, up-to-date, known to exist and accessible to those with a 'need to know' but secure from others.
- Make sure all staff are aware of their roles and responsibilities should an allegation regarding a member of staff occur.

6. Confidentiality

Any information about individual children or their families should be treated with the utmost confidentiality and discretion.

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in appendix 3

In the event that you decide to register your concerns formally with the school's named DSL, that person will:

- respond sympathetically to any concerns that you have

- give you a Concern Form and ask you to record your concerns and the evidence for them.
- make a judgment about the most appropriate course of action and let you know what is decided.
- in some cases, ask you to make a more detailed written report
- ask you to monitor and report any further concerns
- where appropriate, keep you informed of subsequent developments
- liaise regularly with other agencies involved with the child
- keep up-to-date records of all developments
- give you access to records on a 'need to know' basis
- attend Child Protection planning meetings and conferences
- share the outcomes of such meetings with you as appropriate
- support and reassure you at every stage.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a child is suffering or likely to suffer from harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** Tell the DSL as soon as possible if you make a referral directly.

- Explore your concerns with your DSL
- Ask the family what support / help they might need and consider how your agency could respond
- Check the level of your concern against the GSCB Levels of Intervention Guidance www.gscb.org.uk
- If you are still uncertain what you should do about your concerns call the Children's Practitioner Advice Line or a Community Social Worker for advice
- If you think you need to draw in another agency, make sure that you get consent to refer / share information from the parent / guardian - this should be signed consent wherever possible. You will need this to make a referral

If, due to the nature and level of your concern, it is determined that a referral to Social Care is required, take into account the following:

- What is the date of the concern?
- Why now?
- What has changed for the child to make you refer this today?
- What time of day are you making this referral and at what time of year?
- How will this affect the child?
- Do you have full up to date contact details for the family?

If so, provide these with the referral Telephone contacts
The Front Door (Urgent Concerns) 01452 426565 Option 1
Children's Practitioner Advice Line 01452 426565 Option 3
Community Social Workers
Cheltenham 01452 328246
Cotswolds 01452 328101
Forest of Dean 01452 328048
Gloucester 01452 328076
Stroud 01452 328130
Tewkesbury 01452 328250

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures. see 7.1

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Figure 1 on page 17 illustrates the procedure to follow if you have any concerns about a child's welfare.

Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, should immediately:

- speak to the DSL or deputy DSL first to agree a course of action.
- listen to and respect what children say to them, to other adults and to each other
- pay attention to children's play, behaviour, drawings and writing
- observe children's physical appearance when undressing for Physical Development, swimming, etc
- listen to what other adults have to report about children
- record any concerns on a Concern Form as soon as possible (Appendix 2)
- monitor discreetly any child about whom concerns have been expressed and report promptly any further developments, no matter how trivial they might appear
- give reassurance to the child.

The DSL will briefly and accurately record the concern and the child's comments in writing and then follow the process for referral see 7.1

You will be told if a referral is made to the Children's Social Care and, you will be kept informed of subsequent developments. (Sometimes this might not be possible, but be assured that hearing nothing does not mean that nothing is being done).

It is, of course, the right of any individual as a citizen to make direct referrals to the Children & Families Helpdesk or the police. **However, we strongly advise members of staff to use the guidelines contained in this policy.** If, however, you feel that the Acting Headteacher or Deputy or the LA have not responded appropriately to your concerns, then it is open to any member of staff to make a direct referral to the Children & Families Helpdesk.

Telephone numbers for concerns about the safety of a child can be found in the [GSCB - Safeguarding Children Handbook](#)

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

8. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

'Working Together to Safeguard Children (2015)' guidance re-emphasises the collective responsibility placed on all agencies - including schools - to identify, assess and provide effective targeted early help services. An aim is to ensure that professionals are clear when it is their responsibility to help children and families as problems emerge from families living in difficult circumstances.

When involved in assessing needs the school will, where possible, seek to obtain the views of the child about their experiences, and will ask for their thoughts and feelings about their circumstances. Assessments will also include as much information as possible about the family

history, needs, risks and strengths. This should lead to sound conclusions and outcomes, based on a good analysis of the information.

The school's Family Support worker is central to the school's commitment to support young people and families, offering early help to avoid an escalation of issues. She aims to provide help as soon as problems start to emerge, or when there is a strong likelihood that problems will arise in the future. The following are examples of the types of help available from the school:

- Benefits Advice
- Parent Counselling (subject to availability)
- Parent coffee mornings
- Details of Extended Service activities
- Provide contact details of other support services and agencies
- Parent Workshops, including Webster-Stratton & Hanen Programme
- General care, support and advice
- A listening ear.

School attendance is monitored by the Acting Headteacher.

Where a higher level of assessment and support for families or the professionals helping them is required, contact should be made with one of six Early Help Partnerships across Gloucestershire. These are made up of representatives of services who decide the help that's needed and offer advice, guidance and support to practitioners. These groups are supported by Families First Plus teams in each District. Details of the six Early Help Partnerships may be found at:

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=322>

9. Working with other agencies

This school recognises that it is an agent of referral and not of investigation. It fully accepts that the investigation of child abuse is the responsibility of the Children's Social Care and the police and will do everything possible to support and assist them in their task.

We will endeavour to build relationships with other agencies so that understanding, trust and confidence can be built which will help to secure effective co-operation in cases of actual or suspected abuse.

A referral to the Children's Helpdesk will trigger the **Multi Agency Safeguarding Hub (MASH)**. They will decide if the concerns about the pupil are significant and meet the additional needs/complex need criteria. This includes concerns about a child who is affected by the behaviour of a parent or other adult in their household.

Multi Agency Risk Assessment Conference (MARAC)

Under the current MARAC process, should a DSL within a school want to know whether a child has been known to a MARAC meeting, it is the responsibility of the DSL to make those enquiries with the Central Referral Unit at Gloucestershire Public Protection Bureau, 01242 247999. **Domestic Abuse, Stalking, Harassment and Honour Based Violence (DASH)** works with MARAC to carry out a DASH Risk Assessment.

For more information on this process please contact the Strategic County Domestic Abuse and Sexual Violence Co-ordinator sophie.jarrett@gloucestershire.pnn.police.uk on 01452 753295.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

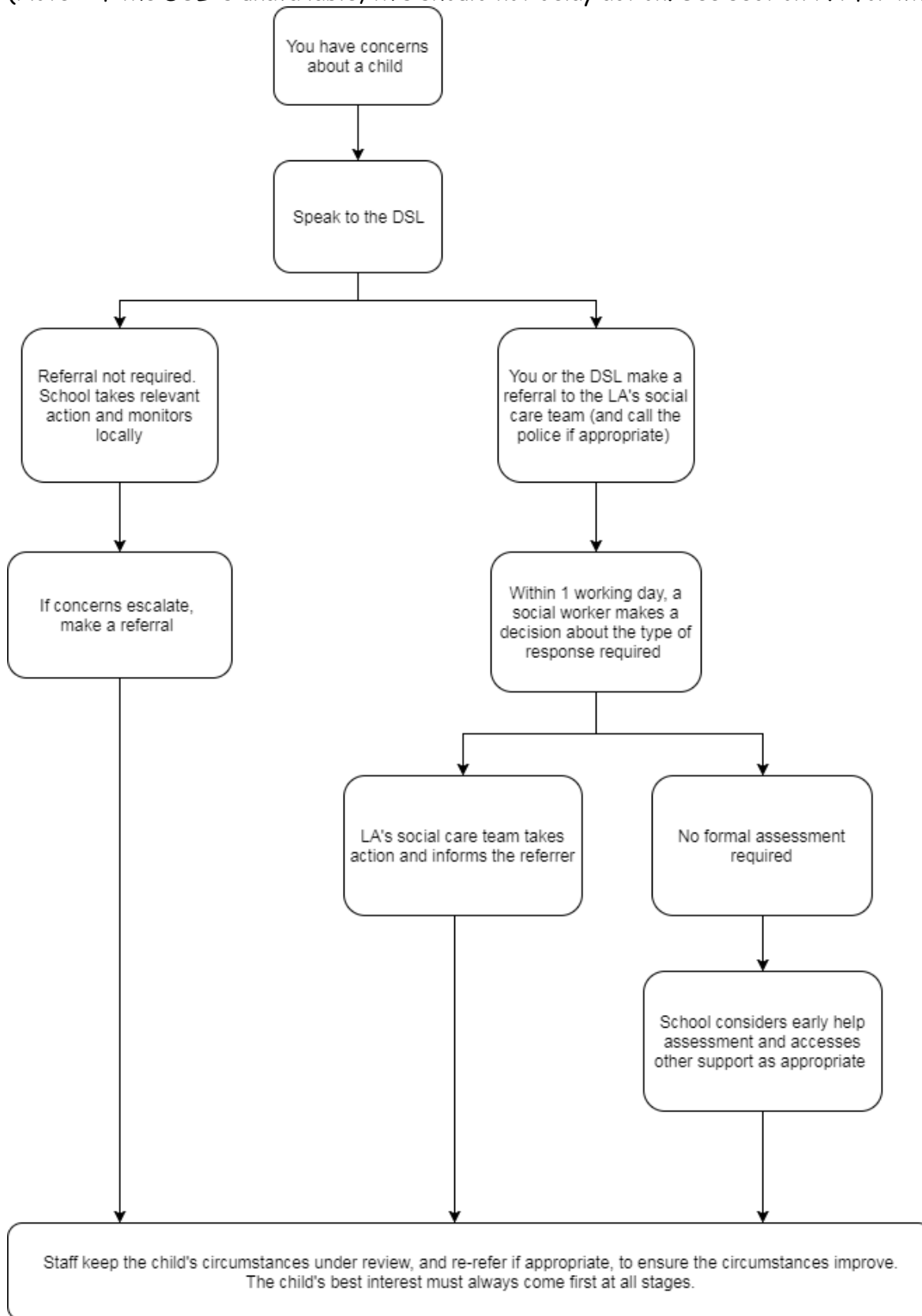
If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note - if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



10. Allegations Management

Procedure for allegation against staff member or volunteer working with children

The first point of contact is the most senior person which would be the Acting Headteacher (or Deputy in case of the unavailability) for an allegation made against a member of staff. If an allegation is being made against the Acting Headteacher you should contact the Chair of Governors or Safeguarding Governor detailed on page 3. In addition you should:

- get written details of the allegation or concern, signed and dated by the person reporting it. Countersign and date this record. (If it is difficult to get a written report make your own written record of the conversation you have had with the referrer and sign and date it);
- collate and record information you have and personal details about
 - the child/ren, parents/carers, siblings;
 - the person against whom the allegation has been made; and
 - details of any known or possible witnesses, including checking on and recording, with times, dates etc, any other incidents or concerns about the child or the member of staff/volunteer concerned together with actions taken and outcomes. At the same time it's important to keep alert for patterns which might suggest the abuse goes further afield and involves other children and adults;
- contact the Local Authority Designated Officer (LADO) **WITHIN 1 WORKING DAY** of receiving the report of an allegation.

In Gloucestershire the LADO is **Nigel Hatten**, who is supported by Tracy Brooks, the Allegations Management Co-Ordinator. Nigel can be contacted on 01452 426994 or nigel.hatten@gloucestershire.gov.uk and Tracy can be contacted on 01452 426320 or tracy.brooks@gloucestershire.gov.uk

- inform the person reporting the allegation or concern what action you will take, in accordance with local procedures and with regard to local information sharing protocols and the need to maintain confidentiality;
- ensure that the alleged perpetrator or person about whom there is a concern is informed of the allegation or concern *as soon as possible after consulting with the LADO* and in accordance with any restrictions on information sharing that may be imposed by the police or social care. How enquiries will be conducted and possible

outcome e.g. disciplinary action, dismissal, referral to regulatory body should be explained together with sources of support and advice, e.g. from professional organization/trade union;

- help all parties understand the process throughout.

The Designated Safeguarding Lead will not -

- take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing or interviewing the alleged perpetrator, prior to contacting the LADO, (or without the go-ahead from police or social care if a direct referral has been made) The LADO will liaise with the police and/or social care as necessary, as they may want to place restrictions on the information that can be shared.
- automatically suspend or dismiss the member of staff without seeking further advice.
- inform parents/carers of the child until advised to do so by the LADO or a strategy discussion, other than in emergency situation, such as when a child has been injured and needs medical attention. The LADO will advise on how and by whom parents/carers should be informed and will liaise with police or social care where they are or may need to be involved.

11. Record-keeping

Any member of staff receiving a disclosure of abuse from a child, or noticing signs or symptoms of possible abuse in a child, will make notes as soon as possible (e.g. within the hour), writing down as exactly as possible, 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 note of when the record was made.

All hand-written notes will be kept, even if they are subsequently typed up in a more formal report.

All records of a Safeguarding Children nature should be handed to the DSL and will be kept securely in a central place separate from academic records. Individual files being kept for each child:

The School will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the DSL will be restricted, and a written record will be kept of who has had access to them and when.

Battledown has a Child Protection filing procedure in place where a separate red file is kept containing Child Protection paperwork, the red coding is identified on the main pupil file contact file to alert other staff working with the child.

When a child who is subject to a child protection concern leaves the school, the DSL will as soon as possible discuss with the child's Battledown key worker the transfer of any confidential information the school may hold.

The DSL will ensure that when a child moves on from Battledown, Child Protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Recording where and to whom the records have been passed and the date.

Pupil records will be sent by "Special/Recorded Delivery" if posted. For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

The DSL will review termly all child protection concerns, if there are no new concerns in 12 months for a child/children previously identified they may consider the risks and a possible downgrade but will retain records.

A recording form is attached. **See Appendix 2**

Categories of Neglect:

Abuse:

Is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse:

The causing of physical harm to a child that could involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocation or otherwise causing physical harm to a child. Also included in this category is Munchausen Syndrome by Proxy (caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child).

Emotional Abuse:

The persistent emotional ill treatment of a child that can cause a severe and persistent adverse effect on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they

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

Sexual Abuse:

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

Neglect:

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

12.1 Specific Safeguarding Issues

Behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Other safeguarding issues are listed below:

- Child Sexual Exploitation (CSE) - [contact for Child Exploitation and Online Protection Centre \(CEOP\)](#) see page 21
- Children Missing Education (CME) - see page 21
- Children missing from home or care

- Missing children and adults
- Gender identity and sexuality
- Honour Based Violence - signs of.
- Forced Marriage
- Female Genital Mutilation (FGM)
- Bullying including cyberbullying
- Faith Abuse
- Domestic violence - see page 9 for referral process
- Drugs
- Hate
- Fabricated and Induced Illness
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation (PREVENT)
- Sexting
- Relationship abuse
- Trafficking
- Medication

Further information on these can be found in [Keeping Children Safe in Education \(2018\)](#)

Missing Children

A child going missing from an education setting is a potential indicator of abuse or neglect such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. At Battledown we will follow procedures for dealing with children who go missing, particularly on repeat occasions. We will act to identify any risk of abuse and neglect, including sexual abuse or exploitation. Guidance will be followed from [Keeping Children Safe in Education \(2018\)](#)

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate. Indicators of sexual exploitation can be found [Keeping Children Safe in Education \(2018\)](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to Children and Families Helpdesk.

So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmufco.gov.uk

13. Prevent Strategy - Safeguarding Children Who Are Vulnerable To Extremism

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Battledown Centre for Children & Families values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or an activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Battledown is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in detailed in [Prevent Duty Guidance](#).

Battledown seeks to protect children against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

The Head Teacher will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's curriculum if appropriate, SEND policy, the use of school premises by external agencies, Developing Pupils Behaviour policy, relationships with parents and other issues specific to the school's profile, community and philosophy.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk

Response

- Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to

protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

- The SPOC for Battledown is the Acting Headteacher.
- When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/DSL or deputy DSL if that person is not in school.
- Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

In the event of prejudicial behaviour

All incidents of prejudicial behaviour will be reported directly to the Head or Deputy

All incidents will be fully investigated and recorded in line with procedures for any other safeguarding incident.

Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding file.

The Head or Deputy follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.

In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact West Midlands Police Counter Terrorism hotline.

14. Support for children/staff/families

For any child undergoing any Child in Need or Child Protection referral and investigation, the need for support will be great and quite often such support will be limited to what the school can offer. We are the only agency with a statutory duty to work with children on a daily basis and, despite heavy workloads and limited resources; we aim to meet such need for support wherever possible. We aim at least to provide secure learning environments in which the child feels valued and protected.

The Acting Headteacher will, whenever possible, make herself available to discuss individual children or situations with concerned members of staff. The schools hold regular Teacher and Family Worker Supervision meetings.

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

Gloucestershire Association of Special School Headteachers (GASSH) provides a system of DSL supervision between Headteachers.

The school will offer support where possible to the family of a child or children involved in a Child Protection investigation, within the time and expertise constraints of its role and always remembering the limits of confidentiality on all members of staff and the fact that it is the welfare of the child that is paramount.

15. Parental involvement

This school is committed to helping parents/carers understand their responsibility for the care and well-being of children.

The Curriculum

The school and Governors will ensure Battledown is a safe environment in which children can learn and develop. Staff will use different elements of the school's curriculum to raise pupils' sense of self-worth and respect for others, developing in them a range of strategies to ensure their own protection and that of others.

Training

All staff

- All staff members will undertake safeguarding and child protection training at induction and subsequently 3 yearly, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect
- All staff will carry out the online Prevent training
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Teaching staff will complete the online FGM training.
- In addition to the monthly safeguarding updates to staff, the DSL annually holds a safeguarding briefing, reminding staff to disclose any convictions/cautions that they may have had in the previous year.

The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Governors

All governors receive information about safeguarding and training is offered, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

Recruitment - interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, *Keeping Children Safe in Education*, and will be in line with local safeguarding procedures.

16. Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education 2018'. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking face to face interviews and appropriate checks through the Disclosure and Barring Service (DBS).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

Page 3 lists staff and governors who have undertaken GSCB Safer Recruitment training. At least one recruiter on the interview panel will have successfully received accredited training in safer recruitment procedures.

The aim of this process is to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people.

For more details on our process please see the schools process/procedure on recruitment.

Induction

All staff (including students and volunteers) who are new to the school will receive induction training that will include safeguarding practices, policies and guidance. They will also undertake Child Protection basic awareness training and Prevent training. (only applicable to paid staff as students and volunteers are supervised) Staff, volunteers and students read

and sign safer working practices guidance, Keeping Children Safe in Education (Section 1) and the school's Safeguarding Policy.

17. Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

18. Non-collection of children

If a child is not collected at the end of the session/day, we will make contact with parents/carers or other emergency contacts in the first instance. If no response by 5.30pm the DSL/Deputies will contact the Children & Families Helpdesk. See 7.1

19. Single Central Record (SCR)

The school is responsible for ensuring that the Disclosure & Barring Service (DBS) carry out checks for all staff working or in regular contact with children. In addition this applies to all staff employed including supply staff whether employed directly by the school/setting or local authority or through an agency and who have regular contact with children.

Volunteers within the school are supervised at all time and therefore not considered to be in a 'regulated activity' it is no longer a requirement to carry out the DBS check. However, long term volunteers are DBS checked as supervised volunteers (which excludes a Barred List check). Further details regarding Regulated Activity can be found on the [DfE Regulated activity in relation to children](#)

The SCR is spot checked by Governor's and recorded to demonstrate good practice.

All new members of staff must be checked as well as those who change jobs or who have had a break in service for longer than 3 months. This doesn't apply to maternity leave.

The SCR will cover the following people:

- All staff (including supply staff) who work at the school
- All others who work in regular contact with children in the school including students & volunteers;

The information recorded on these individuals is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

20. Childcare Disqualification Requirements

In July 2018, the DfE published supplementary guidance to the Department's *Keeping Children Safe in Education* document which relates to 'childcare disqualification requirements'. [Full guidance here](#)

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

The outcome of the self-declaration is recorded on the school's single central register.

For more details on this please refer to [GSCB - Safeguarding Children Handbook](#)

21. Links with other policies

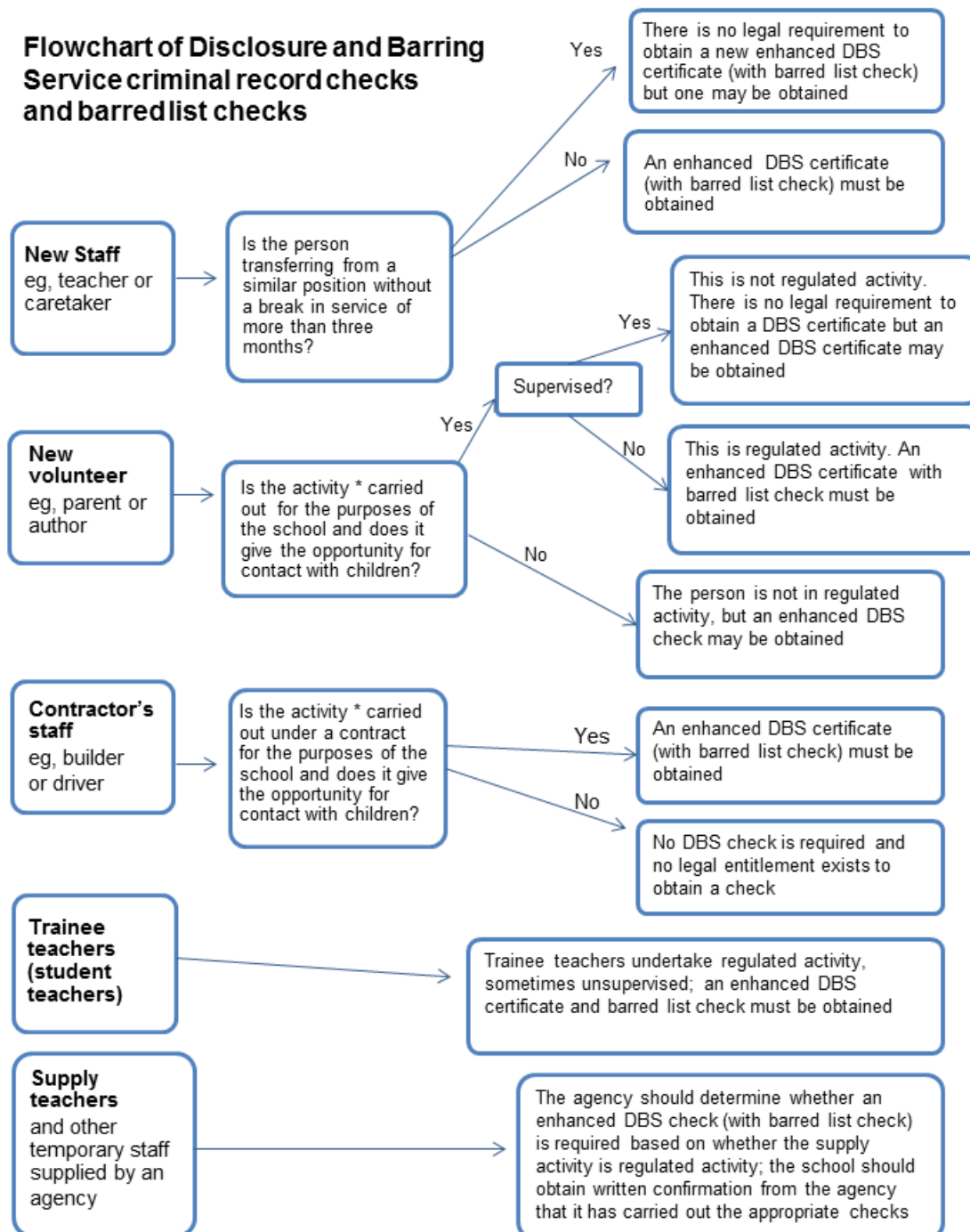
This policy links to the following policies and procedures:

- Developing Children's Behaviour
- Whistleblowing and Code of Conduct
- Complaints
- Health and safety
- Medication
- E Safety
- Equality
- Curriculum
- SEND

Monitoring, Review and Evaluation

This policy will be reviewed by the SDI & Safeguarding Committee of the Governing Body on a rolling programme. It will be reviewed annually and will reflect any statutory changes. The Governing Body, together with the Acting Headteacher monitors the effectiveness of the policy.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'



Appendix 2

Safeguarding Concern Form

Name of Child

Class

What is <u>your</u> concern (including what you've seen, heard or observed, unsolicited reaction of child, comments made by child or parent)

What action you have taken (what did you say, do, who have you discussed this with, reported to with dates)

Your follow up (what are you going to do next)

Sign	Position	Date
-------------	-----------------	-------------

Action & Follow up by DSL:

Sign	Position	Date
-------------	-----------------	-------------

Appendix 3 - Useful Telephones Numbers @ November 2018

Telephone numbers for concerns about the safety of a child.

Social Care

Report concerns to Children and Families Helpdesk Customer Service Operators on:	01452 426565
Report concerns to Adults Helpdesk Customer Service Operators on:	01452 426868

Referral and Assessment Teams. Children and Families Teams.

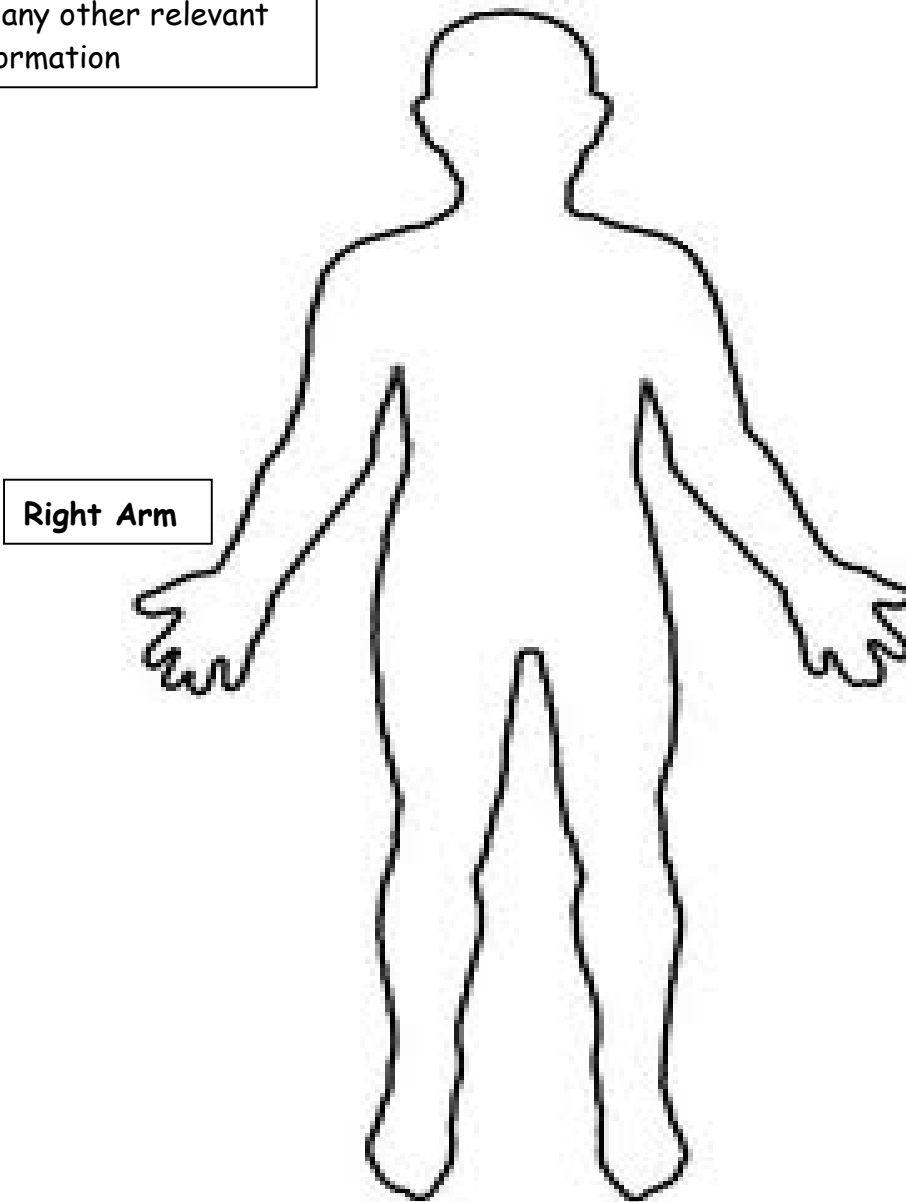
Gloucester Referral & Assessment Team	01452 427877
Gloucester Children & Families Team (South)	01452 427852
Gloucester Children & Families Team (North)	01452 328018
Forest Referral & Assessment Team	01594 820489
Forest Children & Families Team	01594 820577
Cheltenham & Tewkesbury Referral & Assessment Team	01242 532447
Cheltenham Children & Families Team	01242 532425
Stroud & Cotswolds Referral & Assessment Team	01452 583725
Stroud Children & Families Team	01452 583426
Cotswold Children & Families Team	01285 881029
Tewkesbury Children & Families Team	01452 328207

Safeguarding Children Service	01452 583636
Safeguarding Children Development Officer (education)	01452 426994
Assistant Safeguarding Children Development Officer (education)	01452 426221
Local Authority Designated Officer for Allegations	01452 426994
Child Death Review Co-ordinator	01452 426228
Safeguarding Adults Service	01452 427556

Cheltenham Families First Team	01452 328160
Forest of Dean Families First Team	01452 328048
Gloucester Families First Team	01452 328076
Tewkesbury Families First Team	01452 328250
Cotswolds Families First Team	01452 328101
Stroud Families First Team	01452 328130
Email (enter location i.e forestearylyhelp@gloucestershire.gov.uk)	

Injury Log - FRONT

Please indicate size and position of all marks and any other relevant information



Name of Pupil: _____

Completed by: _____

Action Taken: _____

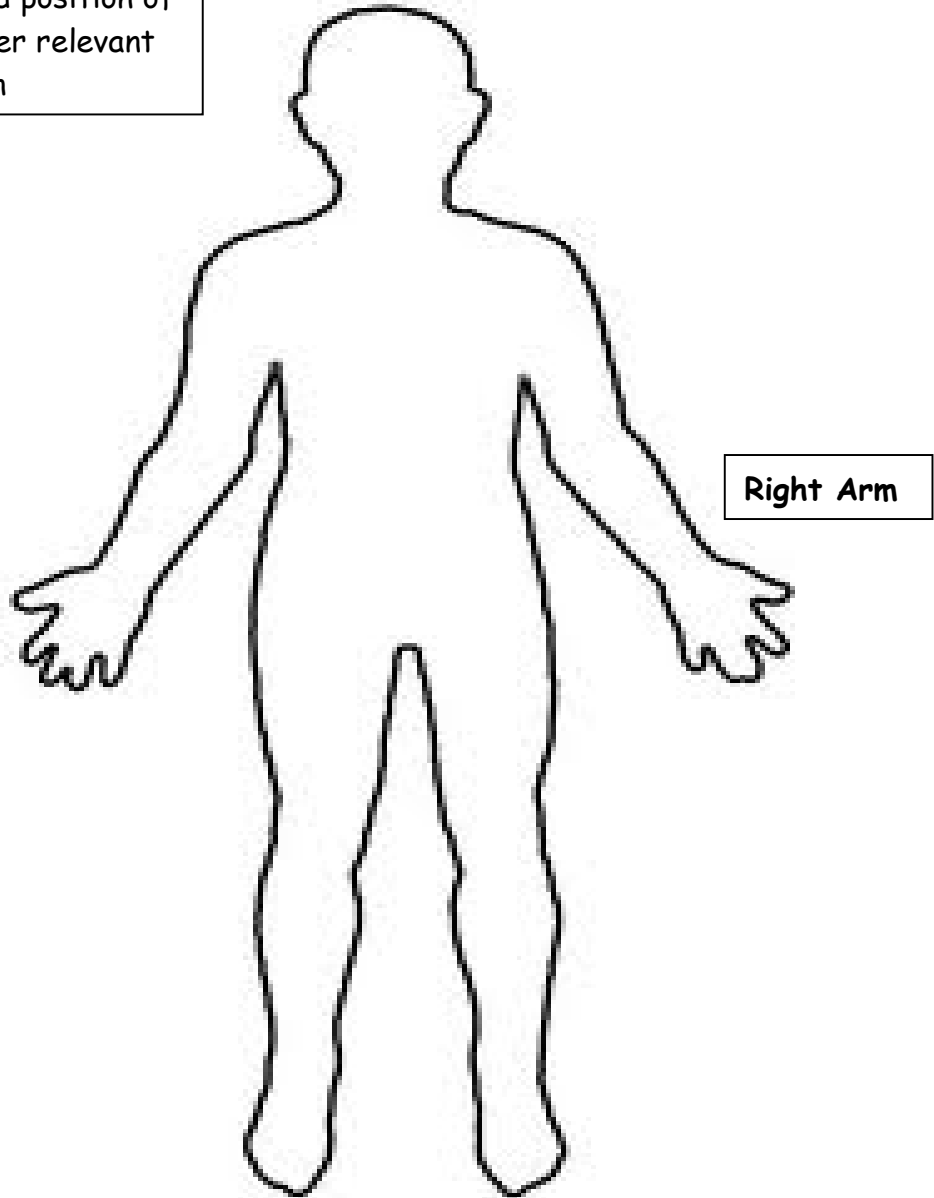
Witness: _____

Date: _____

Appendix 5 : Body map back

Injury Log - BACK

Please indicate size and position of all marks and any other relevant information



Name of Pupil: _____

Completed by: _____

Action Taken: _____

Witness: _____

Date: _____

Allegations Management



Concern about a member of staff or a volunteer working with children

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

- a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
- possibly committed a criminal offence against or related to a child, or
- behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.

Then that professional should:

Report their concerns

Report the concern to the most senior person not implicated in the allegation.

Completion of written record

Complete a written record of the nature and circumstances surrounding the concern, including any previous concerns help. Include where the concern came from and brief details only.

Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

Local Authority Designated Officer (LADO) – Tel: 01452 426994

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.

Allegations Management Process

If, after your Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi-agency meeting will be convened and you will be invited. This might result in a criminal investigation, a Social Care investigation and/or an investigation to inform whether disciplinary action is required.

If it is agreed that the allegation does not meet the criteria, the LADO will record the Initial Discussion and send it to you for your records. Any further action will be taken within your setting if necessary.

Further action

Further meetings might be required and these will be convened by the LADO, with your input at all times. Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children 2015 and the South West Procedures.

http://www.proceduresonline.com/swcpp/gloucestershire/p_alleg_against_staff.html

January 2017

our newdown Centre for Children & Families
Harp Hill, Cheltenham, Glos, GL52 6PZ