



Battledown Centre for Children and Families

A Specialist Early Years Centre

Safeguarding Children Policy

Including Child Protection, Allegations Management & Safer Recruitment

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 (inc Daycare) and Child Development Centre

Committee Responsible:

Safeguarding & Premises

Date of Policy:

March 2017

Review Date:

March 2018

Signed:

R Sutton
Chair of Governors

Date: 28/3/17

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Table of responsible people at Battledown Centre for Children & Families

Responsible Designated Safeguarding Lead (DSL)	Headteacher - Jane Cummins
Responsible Deputy Designated Safeguarding Lead	Deputy Headteacher - Mary King-Stokes Business Manager - Alison Howarth
Chair of Governors	Ros Sutton
Designated Governor safeguarding	Ro Kaye
Responsible for Safer Recruitment	Staff - Jane Cummins Alison Howarth Mary King-Stokes Governor - Jane Davis
Safeguarding Committee	Ro Kaye (Chair) Neil Williams Richard Wilson Sue Sim Jane Cummins Jane Davis Ros Sutton
Responsible for the management of the Single Central Record (SCR)	Jane Davis

INTRODUCTION

Safeguarding is defined as -

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

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.

STATEMENT OF INTENT

'PUTTING CHILDREN FIRST'

A summary of our approach to Safeguarding Children

As a School we aim to:

1. Make sure that 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>
2. Make sure that all staff understand the school's principles and procedures, including our different roles and responsibilities by providing them with the necessary information to enable them to meet their Child Protection responsibilities.
3. Make sure all staff have read the policies and guidance listed below. Evidence is shown by completion of a signed form.
 - [Guidance for Safer Working Practice for Adults working with children](#)
 - [Keeping Children Safe in Education Part 1 - September 2016](#)
 - [Safeguarding Policy](#)
4. Follow county procedures in cases where referrals are being made to Children's Social Care.

5. 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.
6. 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.
7. Make sure all staff are aware of their roles and responsibilities should an allegation regarding a member of staff occur.

SAFEGUARDING CHILDREN GUIDELINES FOR STAFF

'PUTTING CHILDREN FIRST'

Our guidance on Safeguarding Children

All staff should:

- 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
- bring all concerns to the attention of the Headteacher-DSL or other senior member of staff
- 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.

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).

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

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.

SAFEGUARDING CHILDREN POLICY

Principles

Battledown takes seriously its moral and statutory responsibility to protect and safeguard the welfare of the children entrusted to its care.

As part of the ethos of the school, the staff and governors are committed to:

- encouraging and supporting parents/carers/guardians, and working together in partnership with them
- listening to, relating effectively to, and valuing, each individual child in our care
- ensuring that all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- ensuring that all members of staff, full, part-time and supply, are properly trained and supported
- ensuring all staff understand that they have equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk or harm
- be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc

We recognise that some children and young people today are the victims of neglect and/or physical, sexual or emotional abuse and that staff of the school, by virtue of their day-to-

day contact with and knowledge of the children in their care, are well placed to identify such abuse and to offer support to children in need.

Responding to suspicions, allegations or evidence of abuse, including those made against members of staff

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

- [Children's Act 1989 and 2004](#)
- Safeguarding Children in Schools 2004
- [Data Protection Act 1998](#)
- [Safeguarding Children and Safer Recruitment in Education 2007](#)
- [Working Together to safeguard Children 2015](#)
- [Keeping Children Safe in Education 2016](#)
- [GSCB - Safeguarding Children Handbook](#)
- [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#)
- [The Education Act 2002 s175/s157](#)
- [Prevent Strategy Guidance for England and Wales](#)

Any member of staff who receives a disclosure of abuse or suspects that abuse may have occurred **has a duty to report it as soon as possible to the DSL** (Headteacher). In the absence of the head, the matter should be brought to the attention of the Deputy Headteacher, Business Manager or next senior teacher.

It is, of course, the right of any individual as a citizen to make direct referrals to the Children's 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 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's Helpdesk.

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

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 role of the Headteacher - DSL

The Headteacher shall ensure that she is fully conversant with the GSCB Safeguarding Children Procedures and will co-ordinate action on child abuse within School, ensuring that all staff are aware of their own responsibilities in relation to Safeguarding Children:

She is responsible for:-

- making enquiries regarding child protection, for referring individual cases of suspected abuse to the Children's Social Care and other agencies on these and other general issues relating to Safeguarding Children.
- for organising training on all aspects of Safeguarding Children within the school and acts as a point of reference on Safeguarding Children issues for other staff.
- ensuring that the school is represented at Child Protection conferences, Strategy meetings or Core Group meetings and that a report is submitted to the conference from the school.
- ensuring that any recommendations made by the conference/meeting which involve school staff are carried out as agreed at the conference.
- notifying the relevant social worker if there is an unexplained absence of more than 2 days of a child who has a Child Protection plan. (Previously known as being on the child protection register)
- ensuring that when issues arise, she will speak out, addressing them internally where possible and escalating them when this is unsuccessful.
- ensuring that child protection information is dealt with in a confidential manner. Informing staff of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.
- ensuring parents are aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- ensuring the school does not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
- ensuring that if she resigns from her post or no longer has child protection responsibility; there will be a full face to face handover/exchange of information with the new post holder.

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.

Multi Agency Public Protection Arrangements (MAPPA)

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender, e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child/young person. The police, probation and prison service are the lead agencies, with other agencies including CYP/Education settings, having a statutory duty to co-operate. Multi-agency meetings are convened to share relevant information and produce a plan on how the 17 identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

Role of 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 and ensures that appropriate checks are carried out on all new staff and relevant volunteers
- 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.

The governors will receive at each meeting of the Safeguarding Committee:-

- a report on changes to Safeguarding Children policy and/or procedures
- training in Safeguarding Children undertaken in and out of school
- the number of incidents/cases of Child Protection which have arisen in non-attributable form
- access to the Single Central Record for review

The Chair of Governors, in liaison with the Headteacher, will ensure that the school has a Safeguarding Children Policy and procedures in place, and that these are known to all members of staff.

The Nominated Governor for Child Protection is responsible for liaising with the 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 Headteacher about allegations of abuse.

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

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 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 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.

Gloucestershire LADO - Jane Bee 01452 426994

- 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.

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 have 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 and T Card 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 annually review all child protection concerns, if there are no new concerns in 12 months 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.

Specific Safeguarding Issues

Behaviours linked to the likes of drug taking, alcohol abuse, truanting 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)
- Children Missing Education (CME)
- 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
- 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 2016](#)

Missing Children

A child going missing from an education setting is a potential indicator of abuse or neglect. 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 2016](#).

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.

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 Headteacher, Jane Cummins.
- 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.

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 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.

Parental involvement

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

Offer of 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 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 the six Early Help Partnerships may be found at:

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

The Curriculum

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

The Headteacher as DSL and the Deputy DSL's shall attend LA and/or GSCB training events bi annually.

All staff, both teaching and support, full-time and part-time, shall have access to appropriate training as part of their Induction and subsequently 3 yearly.

All staff will carry out the online Prevent training and teaching staff will complete the online FGM training.

Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education 2016'. 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.

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:

An identity check	Names, addresses and dates of birth.
Qualifications	Evidence of qualifications if specified by role
A barred list check	Evidence of List 99 checks (n/a applicable to supervised volunteers or anyone who is not carrying out regulated activities)
An enhanced DBS check	<ul style="list-style-type: none"> • Evidence that all staff have been enhanced DBS checked. • Evidence that staff that have been out of the workforce, school or local authority for more than 3 months have been rechecked for an enhanced DBS check.
A prohibition from teaching check	Prohibition orders prevent a person from carrying out teaching work in schools. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition is carried out using the Employer Access Online Service
Further checks on people living or working outside the UK	Individuals who have lived or worked outside the UK in the last 10 years must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
Childcare Disqualification Requirements	Providing relevant information about a person who lives or works in the same household as them, guards against an individual working with young children who may be under the influence of a person who lives with them and where that person may pose a risk to children i.e. 'by association'. Declaration completion and checked by Headteacher/DSL.
A check of professional qualifications	Evidence of certificates seen
A check to establish the person's right to work in the United Kingdom	Evidence of the right to work in the UK - staff who are non-EU Nationals must evidence that they have the right to work in the UK. Evidence seen should be recorded e.g. visa, green card etc., who saw it (initials) and when. Also record when any visa/permit runs out and set diary date for renewal.

Childcare Disqualification Requirements

In October 2014, the DfE published supplementary guidance to the Department's *Keeping Children Safe in Education* document which relates to 'childcare disqualification requirements'.

[Full guidance here](#)

The requirement to provide the relevant information about a person who lives or works in the same household as them, guards against an individual working with young children who may be under the influence of a person who lives with them and where that person may pose a risk to children i.e. 'by association'.

At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the regulations, the Act and Regulations disqualify staff from:

- providing early years childcare or later years childcare to children who have not attained the age of eight; or being directly concerned in the management of that childcare.

In addition to inclusion on the Children's Barred List, which would show on a DBS. There are now wider disqualification criteria including:

being cautioned for or convicted of certain violent and sexual criminal offences against children and adults;

- grounds relating to the care of children (including where an order is made in respect of a child under the person's care);
- having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;
- **living in the same household** where another person who is disqualified lives or works (disqualification 'by association') i.e barred by DBS or disqualified under the wider regulations.

This means that staff including employed, voluntary, agency, supply and contracted either supervised or unsupervised at Battledown are covered by the Childcare (Disqualification) Regulations 2009. We take our responsibility seriously by ensuring that all the staff including students and volunteers have had the appropriate checks. This has been carried out through a self-declaration asking them to provide the same information on those who live or work in the same household as them.

All new workers being appointed / engaged to work regularly with our children will be asked to provide the same information as part of the school's pre-employment checks process.

Any relevant information passed to the school will be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school became aware of the

information or ought reasonably to have become aware of it if they had made reasonable enquiries.

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

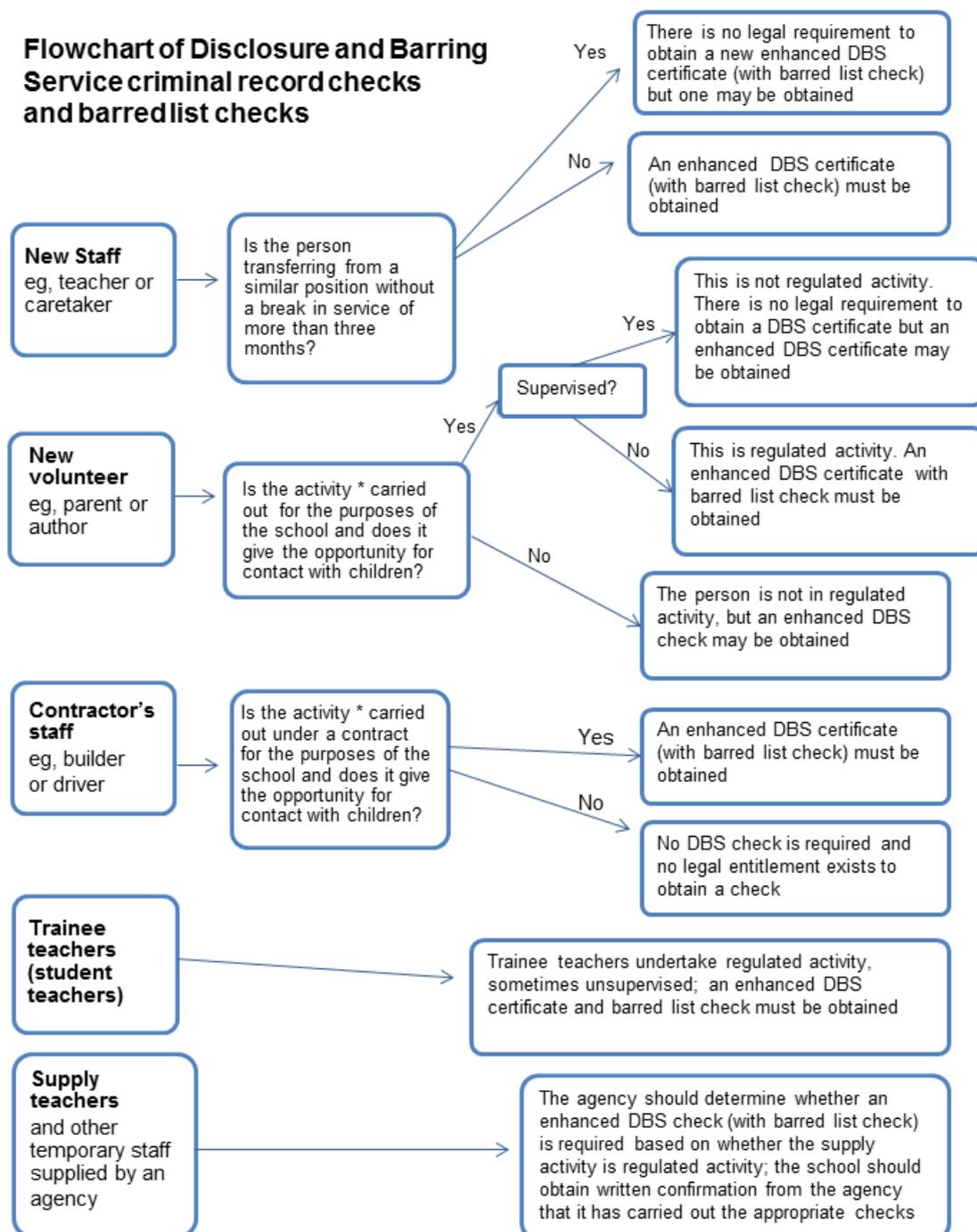
For more details on this please refer to [GSCB - Safeguarding Children Handbook](#)

Monitoring, Review and Evaluation

This policy will be reviewed by the Safeguarding & Premises 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 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 @ March 2017

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.

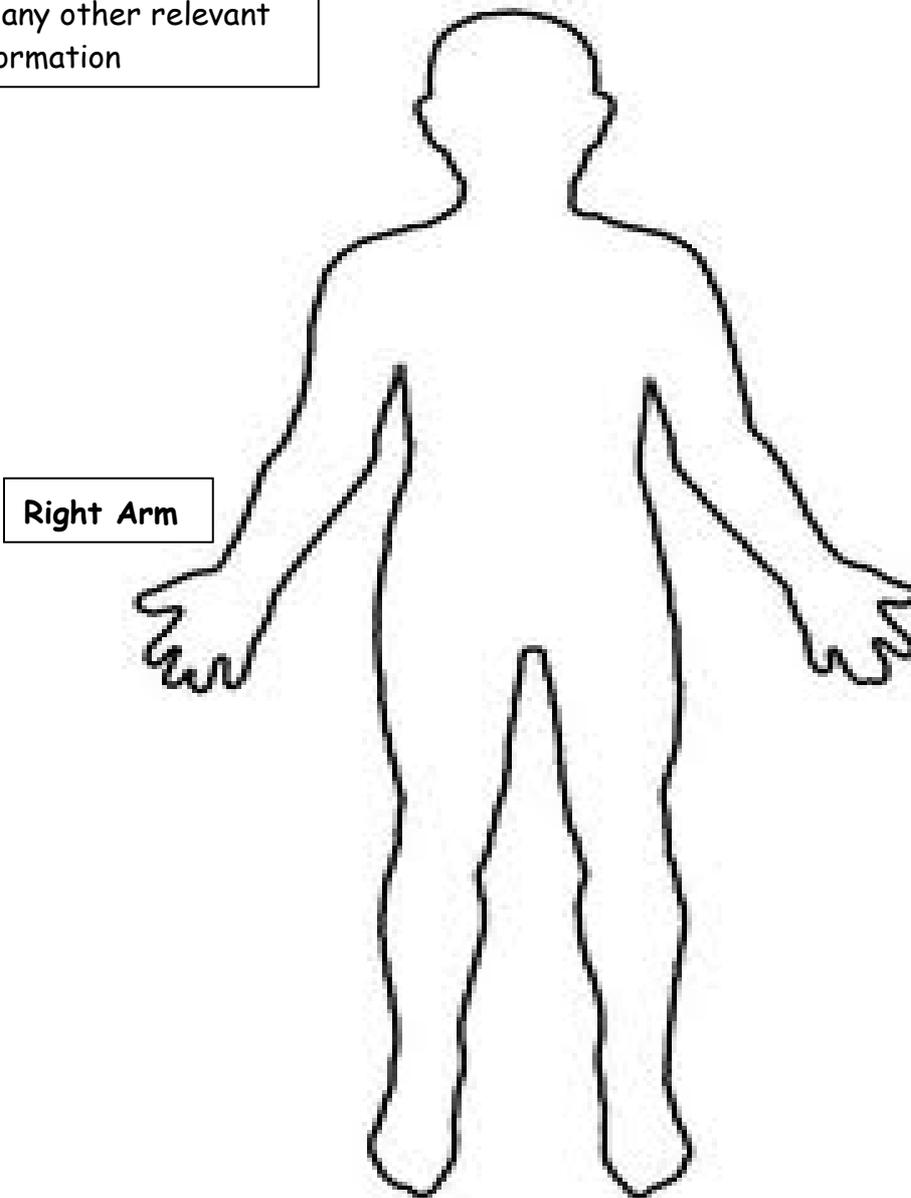
Gloucester Referral & Assessment Team	01452 427877
Gloucester Children & Families Team (South)	01452 427852
Gloucester Children & Families Team (North)	01452 328018
Forest Referral & Assessment Team	01594 820489
Forest Children & Families Team	01594 820577
Cheltenham & Tewkesbury Referral & Assessment 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 forestearlyhelp@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: _____

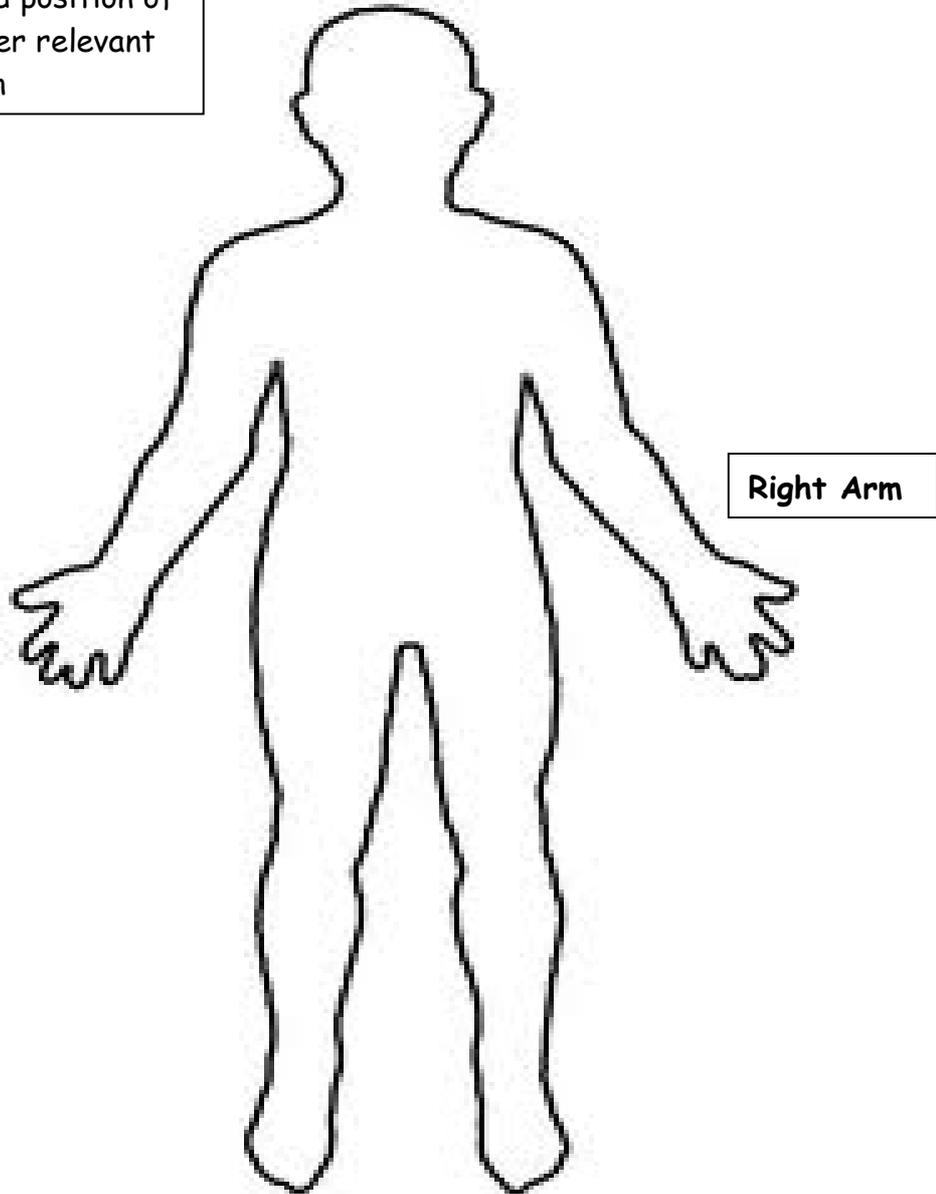
Witness: _____

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. a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
- b. possibly committed a criminal offence against or related to a child, or
- c. 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