



## **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 following policies:

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

Date of Policy: October 2020

Review Date: November 2021

Signed:

Date:

Chair of Governors

## Table of responsible people at Battledown Centre for Children & Families

Responsible Designated Safeguarding Lead (DSL)	Headteacher - Nikki Teague Contact Number : 07585321147
Responsible Deputy Designated Safeguarding Lead	Pauline Phillips
Chair of Governors	Mike Cooke
Designated Governor safeguarding	Steve Crowe
Responsible for Safer Recruitment	Staff - Nikki Teague Jane Davis Governor - Steve Crowe
Responsible for the management of the Single Central Record (SCR)	Jane Davis
Domestic Abuse Champions	Georgia Thomas & Katie Medhurst

This policy is written with due regard to:

- Working Together to Safeguard Children (July 2018) (available at [www.workingtogetheronline.co.uk](http://www.workingtogetheronline.co.uk) )
- Keeping Children in Safe Education September 2020 [click here for link](#)
- Education Inspection Framework [click here for link](#)
- [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

### **Aims**

The School aims to create and maintain a safe environment for children and to manage situations where there are child welfare concerns. School staff, through their day-to-day contact with children and work with families, have an important role to play in noticing indicators of possible abuse or neglect. They can play a crucial part by referring concerns through the procedures outlined below.

The school will have a clearly laid down and recognised procedure for dealing with abuse or suspected abuse, which is in line with:

Gloucestershire Safeguarding Children Executive (GSCE)

South West Safeguarding Children Procedures,

<https://www.proceduresonline.com/swcpp/gloucestershire/contents.html>

Battledown Centre for Children & Families accepts that abuse, in whatever form, always constitutes serious harm to the child. All those involved with the provision of education at the school need to be

alert to the possibility of abuse and have knowledge of and use without delay, the system in place for dealing with actual or suspected abuse.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To acknowledge the many vulnerable children at Battledown and ensure our policies and procedures ensure these students are supported and safe.
- To ensure all teaching and non-teaching staff are aware of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse in a timely manner. They are trained to know that they must report and investigate all injuries for the safety and protection of the children in our care.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To ensure that there are good levels of communication between all members of staff and that it is recognised that GDPR and protecting information must not limit our ability to best safeguard children.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse or concerns.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff and governors working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS (Disclosure and Barring Service) check (according to guidance), and a central record is kept for audit. Potential future school governors will be subject to section 128 checks. (see paragraph 154 of [Keeping Children Safe in Education](#) (KCSIE)).

We believe that:

- 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;
- Contributing 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.

## School Context & Vulnerable Children

All pupils who attend the school all have an Educational Health and Care Plan; this identifies them as being 'Vulnerable Children;. Although all children have a recognized learning need, many of the children face additional challenges that could include; social, emotional, behavioural difficulties, communication and interaction needs, living in a home environment where there is domestic violence, drug or alcohol abuse or circumstances that have led to a young person becoming a child looked after.

The school staff and governors recognize these additional vulnerabilities of our children and are committed to ensuring additional steps via policy, procedures, training and our PSHE curriculum to ensure best practice for these children.

**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 Executive (GSCE) procedures, where relevant, and the following Legislative Framework.

## Safe School – Safe Staff

We will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Safeguarding policy together with a staff code of conduct and confidential reporting (Whistle Blowing) policy.
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned.
- The Headteacher is responsible as the school Designated Safeguarding Lead (DSL).
- On appointment, the DSL's undertake interagency training and also undertake DSL 'new to role' and 'upgrade' course every 2 years.
- All other staff have Safeguarding training updated as appropriate any weaknesses in Safeguarding or Child Protection are remedied immediately.
- A member of the Governing Body is nominated to liaise with the LA on Safeguarding issues and in the event of an allegation of abuse made against the Headteacher.
- Safeguarding policies and procedures are reviewed at least annually and that the Safeguarding policy is available on the school website or by other means.
- The Governing Body considers how children may be taught about safeguarding. This may be part of our broad and balanced curriculum covering relevant issues through personal, social, and health education (PSHE) and/or through sex and relationship education (SRE) to support pupils by raising awareness of child protection issues and equipping children with the skills needed to keep them safe.

## Training

The school ensures that the school's two Designated Safeguarding Leads (DSL's) are suitably skilled and experienced and have received the current specialist training. These staff members are Nikki Teague, who is also the Headteacher and the Deputy Designated Safeguarding Lead Pauline Phillips.

All members of staff and volunteers are provided with safeguarding awareness information at induction, including the school safeguarding statement so that they know who to discuss a concern with before working with children.

Who	What	When
DSL & Deputy DSL	DSL Child Protection and Safeguarding training	Every two years
	Updates through e-bulletins, meeting other DSLs	Regular interval and at least annually.
All Staff	Child Protection and Safeguarding training	Every three years
All Staff	Update of Whistleblowing and Code of Conduct Policies	Annually
All paid staff	Online Prevent & FGM training	As part of Recruitment Process
Teaching & Support Staff	Safeguarding Updates	Termly Staff Meeting and annual update in new school year term
Recruitment Staff	Safer Recruitment	Every five years

## **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.

## **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, 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.

## **Professional Development**

In line with the school aims all staff are encouraged to develop and utilise their talents and expertise effectively in handling child protection issues. Professional development opportunities will be sought to support the member of staff responsible for child protection in the school. The designated teacher will keep abreast of relevant national guidance through attendance on professional training courses and through publications and will ensure opportunities are provided for all other staff to participate in child protection training.

## **Procedures - Please refer to Appendix 1 for a detailed procedure**

Our procedures will be regularly reviewed and updated, we will follow the procedures set out by the Gloucestershire Safeguarding Children's Board and account of and follow guidance issued by the DfE.

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

All new members of staff will be given a copy of Battledown's Safeguarding policy, with the DSL'S names clearly displayed, as part of their induction into school.

The policy is available publicly either on the school website or by other means. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding Policy.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time. Community users organising activities for children are aware of the school's safeguarding and child protection guidelines and procedures.

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of substantiated allegation, in the case of a volunteer.

At the start of each academic year all staff members as a minimum will receive updates from the DSL, read and sign current safeguarding guidance including KCSE section 1 and Annex A and be challenged on disclosures since their last DBS check including arrests, charges, convictions or current investigations.

Governors will also receive a copy of the latest version of the Keeping Children Safe in Education guidance to read and sign a declaration to confirm they have read the core sections on governance and for staff (Sections 1 & 3 and Appendix A)

### **Battledown & Encompass**

As part of Battledown's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.

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

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

### **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.

#### **All staff**

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 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

### **Governing body**

The Governing Body will ensure it:

- has in place a safeguarding policy and other related procedures
- has appointed a senior member of staff to act as the schools designated safeguarding lead (DSL) and a deputy DSL to lead in the absence of the DSL
- the governors will ensure availability of a SL during all school operating hours. The schools interpretation of 'availability' includes the DSL being reachable by phone
- has a nominated governor to liaise with the DSL
- has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy
- has in place safe recruitment procedures and safe recruitment practices are always followed'
- has in place procedures to deal with allegations of abuse against members of staff and volunteers (see GSCB and appendix 3)
- has undertaken appropriate training about best practice to safeguarding children
- will annually review safeguarding policies and procedures
- will receive a regular update reports from the Headteacher on safeguarding pupils in the school
- has responsibility for the effective implementation, monitoring and evaluation of this policy
- access to the SCR for review

### **The Headteacher**

The Headteacher will:

- ensure the implementation of this policy and monitor its effectiveness;
- ensure everyone connected with the school is aware of this policy;
- work closely with the designated teacher and nominated governor for safeguarding children;
- nominate a deputy designated safeguarding lead
- provide adequate resources for the DSL to undertake the role;
- ensure all safeguarding policies and procedures are fully implemented;
- ensure DBS checks are undertaken as required;
- ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures;

- ensure appropriate training in safeguarding and child protection is undertaken;
- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school prospectus;
- ensure that GDPR and sensitive information is secure and that data protection practice is never a barrier to offering the best protection to children.
- report annually to the governing body on the effectiveness of the policy

### **Designated Safeguarding Lead**

The Designated Safeguarding Lead will:

- ensure the implementation of this policy
- ensure everyone connected with the school is aware of this policy
- undertake statutory and further training in safeguarding and child protection issues
- refer a child if there are concerns about possible abuse, and act as a focal point for staff to discuss concerns.
- keep written records of concerns about children, even where there is no need to refer the matter immediately. Ensuring that all such records are kept confidentially and securely and are separate from pupil records. The DSL and Deputy DSL will ensure that all concerns recorded are stored on a security system which is only accessible by the DSL's
- ensure that when a child leaves the school the written records are securely passed onto the child's next school, or if this is not possible, ensure they are securely retained in accordance with current data retention requirements
- Ensure that an indication of the existence of the additional file in (above) is marked on the pupils records
- keep up to date with all new guidance on safeguarding children
- keep all school personnel up to date with any changes to procedures
- follow procedures where an allegation is made against a member of staff or volunteer
- organise appropriate training for school personnel and governors
- work closely with the nominated governor and school's Key Stage Leads
- liaise with other agencies and professionals
- ensure that either they or a staff member attends case conferences, core groups or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents
- ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for one day is referred to their key worker's Social Care Team
- Provide, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- Produce and display information posters about Safeguarding in School

### **School personnel and volunteers**

School personnel and volunteers will:

- be made aware of this policy and all other safeguarding policies e.g. Whistleblowing and procedures during induction, the school personnel handbook and training;
- be aware of the names of the Designated Safeguarding Lead and Deputy DSL's;
- undertake training on responding to a child;
- respond immediately to a concern with a child;
- know what to do if a child makes a disclosure;
- know how to report any suspected case of harm or abuse and know that all staff may raise concerns directly with Early Helpdesk;
- know that safeguarding concerns about an adult/s in the school should be made to the Designated Safeguarding Lead or to the Headteacher;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting or a Child Protection Case Conference;

## **Parents**

Parents are:

- asked to work hard with the school establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our pupils;
- aware that we have a duty to involve Social Services if we have any concerns about a child;
- aware they will be informed of our actions;
- aware who the schools DSL is and that they can report concerns to them or a staff member or direct to social care or police.

Annually we will ask parents if:

- they feel their child is safe in school and if they have any concerns about the safety of their child when in school;
- they know who to talk to if they have any concerns;
- they feel their views are listened to and acted upon;

## **Supporting Vulnerable Students and Children in Care**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children who have been abused or are at risk of harm. We accept that research shows that when at school the behaviour of a child in these circumstances may range from that which is perceived to be normal and they may be challenging and defiant or withdrawn.

The school will endeavour to support through:

- The content of the curriculum as well as our relationships, encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.

- The school ethos which promotes a caring, safe, secure, positive and supportive environment which gives pupils a sense of being valued.
- The school's Developing Pupil Behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils know that some behaviour is unacceptable but they are valued and are not to be blamed for any abuse which has occurred.
- Liaising and working together with other agencies and services that support pupils and those involved in the safeguarding of children such as Gloucestershire Safeguarding Children Board (GSCB), Social Care Services and Children and Young People's Services (CYPS).
- Ensuring that where a pupil concerns or with a Care Plan leaves the school their information is transferred to the new school immediately and that the child's social worker is informed.
- Notifying Social Care as soon as there is a significant concern.

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

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead (DSL) 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.

We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with GSCB Helpdesk on this point.

## **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.

## **Confidentiality**

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

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

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

## **Allegations against staff**

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

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction. Details are also contained in the Whistleblowing & Code of conduct policy. Procedures for Allegations Management see Appendix 3

## **Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

The school will make all staff aware of their duty to raise concerns, this is supported via the Battledown Code of Conduct and Confidential Reporting Procedure (Whistle Blowing) Policy.

Where there are concerns about adults working with children, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy. Whistle blowing re: the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available.

## **Physical Intervention**

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

Such events should be formally recorded on the schools secure Sleuth system.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach techniques to de-escalate and manage challenging behaviour.

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

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

## **Anti-Bullying & Hate Crime**

The school acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms; cyber, racist, homophobic, hate, peer to peer, relationship abuse, sexting and gender related bullying. The school keeps a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

## **Peer on Peer Abuse**

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);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; sexting (also known as youth produced sexual imagery) and initiation/hazing type violence and rituals
- upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

The school recognises the potential serious impact of peer on peer abuse it is made clear to children and wider stake holders that abuse of this nature will never be tolerated or passed off as "banter" or "part of growing up".

Allegations of peer on peer abuse will be taken seriously and investigated by the class teacher in the first instance with support from SLT and the DSL. The school recognises that peer on peer abuse can take many forms and can include sexting, via social media, face to face or via other methods. For concerns regard sexting staff will report concerns to the DSL and if a device is involved - secure it and switch it off. Due to the age range of children in school mobile devices are not permitted.

## **Children Missing Education (CME)**

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 \(2020\)](#)

Together with updated [Children & Young People Reported as a Missing Person guidance](#).

In line with this guidance we will take the following actions:

- Notify the local authority and hold an emergency annual review if the child could leave the school in the near future.
- Make reasonable enquiries to establish the whereabouts of the child jointly with the local authority and LCSB.
- Ensure Battledown has at least two emergency contact details from parents/carers for all children.
- Ensure effective information sharing between parents, other schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.
- Monitor school attendance closely and contact parents/carers on day one of any absence.
- The school DSL will be immediately notified of absence from children currently on child protection plan and the DSL will investigate and link with the child's social worker.

## **Racist Incidents**

We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and will report any incidents to the LA and to governors.

## **Prevention and supporting the National Prevent Strategy**

Staff and governors recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school also provides training for all staff to support the National Prevent Strategy.

The school community will therefore:

- Monitor and support children and families to encourage access to 'Early Help' via school website, newsletters, and close relationships with families, family worker support and direct meeting with families.
- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Includes communication with children through circle time and friendships groups where child can identify their feelings; through adults modelling feelings using picture cards and puppets.

- Ensure that all children know there is an emotionally available adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, e-safety, road safety and health & wellbeing.
- Ensure all staff are aware of the school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Ensure that Battledown staff have the skills and training to proactively decrease risks to children and others. In addition to general safeguarding training this would include training around the FGM (Female Genital Mutilation) and the National Prevent Strategy.

## County lines

A term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

For more information see [Keeping Children Safe in Education 2020](#)

## Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim and should follow safeguarding procedures.

## 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 (2018)' 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
- Provide contact details of other support services and agencies
- Parent Workshops, including Webster-Stratton & Hanen Programme
- General care, support and advice
- A listening ear
- Details of holiday activities

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 six Early Help Partnerships may be found at:

[http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=3\\_2\\_2](http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=3_2_2)

<b>Cheltenham</b>	<a href="tel:01452328160">01452328160</a>	<a href="mailto:cheltenhamearlyhelp@gloucestershire.gov.uk">cheltenhamearlyhelp@gloucestershire.gov.uk</a>
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## Equal Opportunities

'The provision for child protection adheres to the school policy for equal opportunity.' Equal opportunity ensures the right of every pupil to equal access to all aspects of child protection in school, regardless of 'age, ethnicity, gender, social circumstances, ability/disability and sexuality.' Each individual is respected for who they are and for the circumstances they find themselves in.

## **Health and Safety**

Health and safety issues are described fully in the school health and safety policy, which forms part of the guidance issued by the Local Authority. It reflects the consideration we give to the protection of our children both physically within the school environment, in relation to internet use, when away from the school, attending other educational settings, and when undertaking school trips, work placements, extended services and visits. It is the responsibility of each adult to report health and safety issues without delay.

## **In the event of prejudicial behaviour**

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

## **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.

## **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 Appendix 1

## 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:

## 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.

## Online safety

At Battledown children are supervised with online activity and only age appropriate songs and apps are used. We offer an annual E-Safety talks with parents and carers and all staff sign an acceptable user agreement each year to enforce our commitment to online safety.

## **COVID- 19**

As a school we follow DfE guidelines in relation to COVID- 19 and put actions in place to minimise the risk of transmission of coronavirus (COVID-19) in school. Public health advice, has been endorsed by Public Health England (PHE). Guidance can be found [here](#)

The Department for Education (DfE) expects schools to operate in this new context. This includes:

- school operations
- curriculum, behaviour and pastoral support
- assessment and accountability
- contingency planning to provide continuity of education in the case of a local outbreak

We follow guidance to:

- manage confirmed cases of coronavirus (COVID-19) amongst the school community
- supporting transport to and from schools
- pupils/staff who are shielding or self-isolating
- actions for all schools and local authorities with regards to recording attendance and absence
- employer health and safety and equalities duties
- physical activity in schools
- new resources available for pupil wellbeing and support
- behaviour expectations
- additional resources available for delivering remote education
- changes to SEND legislation

All children have a risk assessment in place which is reviewed in line with any changes. A whole school risk assessment is available on the school website.

**Annex to Child Protection Policy Battledown Centre for Children and Families will detail actions in the event of a national lockdown is available on the school website.**

### **Monitoring, Review and Evaluation**

This policy will be reviewed by 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.

# Appendix 1

## Procedures - Recognising abuse and taking action

Recognition of children at risk of abuse and neglect Child abuse can be physical, sexual, emotional or neglectful. Recognition of signs and symptoms is dependent upon professionals being open to the possibility of non-accidental injury or other forms of abuse and sharing any possible concerns. Professional concerns about "false allegations" need to be set aside as the need to protect the child must be paramount. Indicators of abuse are set out in Appendix 2.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. If you have any concern at all you will need to:

- Share your concern with a colleague.
  - Show colleague any mark if applicable.
  - Complete a body map if applicable.
  - Complete a white incident form.
  - Sign and date with details of witness.
  - Hand deliver to DSL and explain.
  - Ensure the relevant class team are made aware.
  - DSL will follow guidelines set out by GSCE.
  - <https://www.proceduresonline.com/swcpp/gloucestershire/index.html>
- If you work with children and families and have safeguarding concerns which are not of an urgent nature and would like a conversation, please contact the Community Social Work Team on 01452 426263.
  - Alternatively, if you ring 01452 426565 and select option 2, you will be transferred to the Early Help service for their response. However, where possible, please contact the Community Social Work team in the first instance.
  - **If you are unable to get through to the Community Social Work Team straight away, please leave your name, contact details, and best time and date to call you back.**

Contact 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.

If, due to the nature and level of your concern, it is determined that a referral 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 an injury requires immediate treatment, the designated person should arrange this without delay, in whichever way seems appropriate. The procedures set out below should then continue to be followed.

If a child begins to talk about an abusive incident, he/she should be allowed to speak. No leading questions should be asked or words suggested.

The concern or the child's comments should be accurately and legibly recorded, if the child is felt to be in any danger, he/she may not be allowed to go home.

Discussions with Social Care staff should involve consideration of how, when and by whom, the parents should be informed of the concern. This should bear in mind on the one hand the need to protect the child and on the other, the duty placed upon both the Social Services Department and the Education Department to work in partnership with parents wherever possible.

[NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do

### **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'.

**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.

### **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)**

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 white Incident Form as soon as possible
- 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.

You will be told if a referral is made, 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 Early 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 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 Early Helpdesk.

The school will ensure that a DSL or deputy DSL is available onsite. 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 the Early Helpdesk.

You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Share any action taken with the DSL as soon as possible.

### **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](mailto: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

## **Mental Health**

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## **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 Community Social Work Team 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 Early 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.

## **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones.

## Appendix 2

### Recognition of children at risk of abuse and neglect

Child abuse can be physical, sexual, emotional or neglectful. Recognition of signs and symptoms is dependent upon professionals being open to the possibility of non-accidental injury or other forms of abuse and sharing any possible concerns.

**It is the responsibility of professionals to report concerns, NOT to decide whether it is or is not child abuse.**

When all agencies share concerns about the child and family with social services, informed decisions can be reached and appropriate assistance can be made available if necessary.

Professional concerns about "false allegations" need to be set aside as the need to protect the child must be paramount.

### Indicators of physical abuse

Most healthy children will collect bruises or other injuries from time to time. Accidental bruises will usually occur on the skin where it is covering bony prominence (e.g. shin, forehead, elbow, and hipbone). Also, a very small number of children may suffer from rare conditions, like haemophilia or brittle-bone disease, which makes them more susceptible to bruising and fractures.

Bruising that suggests the possibility of physical child abuse includes:

- bruising in children who are not independently mobile
- bruising in babies
- bruises that are seen away from bony prominences
- bruises to the face, back, abdomen, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry an imprint - of an implement or cord
- bruises with *petechiae* (dots of blood under the skin) around them

### Non-accidental injury indicators:

- Burns and scalds have:
  - clear outline
  - no or few splash marks
  - unusual positions
  - indicative shapes (e.g. cigarette, electric fire)

### Injuries maybe suspicious if:

- bite marks
- large and deep scratches
- incisions.

### Fractures if:

- numerous
- unreported

- healed at different times
- child under two

**Other Indicators of Abuse:**

- Delay in seeking medical attention
- No explanation or inadequate explanation of injuries
- Child/parent/witness reports abuse
- Changing explanation of injuries
- Recurrent injuries - particularly if forming a pattern (e.g. always on Mondays)
- Inadequate parental concern
- Multiple injuries that occurred at different dates
- Child may be failing to thrive for no apparent reason

**Possible Behavioural Indicators of Abuse:**

- Fear of adults generally or of certain adults in particular
- Poor peer relationships
- Social isolation and withdrawal
- Aggression and acting out/pseudo maturity
- Frozen awareness (a combination of a lack of expression, lethargy and watchfulness)
- Detachment or indiscriminate attachment
- Eating disorders
- Sleep disturbance
- Running away
- Sudden changes in behaviour or poor school performance
- Psychosomatic complaints
- Self-destructive behaviour (self-mutilation, substance abuse and suicide)

<b>Risk Factors Associated with Physical &amp; Emotional Abuse Parental</b>	<b>Child</b>	<b>Social - linked to stress factors</b>
Drug and alcohol misuse	Has a disability	Unemployment
Mental illness	Demanding as a baby	Bad housing
Isolation or lack of support	Under 2's are consistently the most vulnerable	No income
Young parents	Child or siblings previously on child protection register	Domestic violence
Lack of attachment/unresponsive to child's needs	Premature birth or poor feeders/sleepers	Unwanted pregnancy
Lax and inconsistent parenting	Poor bonding	Recent accident/ill-health
History of violence/abuse of children	Failure to thrive	
Inappropriate expectation		
Abused themselves		

While none of these indicators would be 100% diagnostic of abuse in itself, each would be a cause for some concern that would need to be explored with the family and with other agencies.

#### **Indicators of child sexual abuse:**

A child's verbal allegations must always be treated with the greatest respect. Children are entitled to be listened to, and to have their allegations treated seriously. Although there can be occasions when children invent allegations, as a result of adult pressures or for a variety of other reasons, research suggests that such fabricated allegations are rare and that children are in fact more likely to claim they are not being assaulted when they are, than vice versa.

Once concerns are reported it is important that the indicators are weighed in terms of significance and in the context of the child's life, before the assumption is made that the child is or has been sexually assaulted. Some indicators take on greater or lesser weight depending on the child's age. It is essential you do not question the child but record carefully what is said and contact Social Services. Do not discuss with a suspected abuser.

#### **Indicators suggesting that there is a high likelihood of sexual abuse**

- The child's own verbal allegation ("disclosure") that an assault has occurred
- Physical symptoms for which the only explanation is sexual activity, including genital tearing, sexually transmitted diseases, and pregnancy in younger children
- Children's sexual abuse of other children
- Suicide attempts
- Compulsive masturbation in an inappropriate setting
- Vivid details of sexual activity in talk/play/drawings, showing awareness of penetration, ejaculation, oral or anal sex (younger children)

#### **Indicators suggesting cause for concern and a need to investigate - in order to find a satisfactory explanation**

- Pregnancy and sexually transmitted diseases
- Drug and alcohol abuse
- Persistent running away
- Sexualised stories/poems
- Self-mutilation
- Chronic urinary/vaginal infections or soreness
- Exposure of genitals
- Eating disorders
- Clinical depression
- Unexplained money or gifts
- Fear of particular people or situations
- Obsessional behaviour
- Developmental regression

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

If a member of staff suspects CSE or CCE, 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 2020

## **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.

## Appendix 3

### Allegations Management

#### Procedure for allegation against staff member or volunteer working with children

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

**Alleged abuse by members of staff / Whistle-blowing** If staff members have concerns about another staff member, they must contact the Headteacher/Designated Safeguarding Lead (DSL) immediately. The Government's Allegations Management Procedures (from Working Together 2010, [www.workingtogetheronline.co.uk](http://www.workingtogetheronline.co.uk)) will be implemented. Please see our School Whistle-Blowing Policy. Should a concern be raised and investigation finds that a member of staff had prior knowledge of that concern but did not report it, that member of staff may be subject to disciplinary proceedings.

The Headteacher or Designated Officer will contact the Local Authority Designated Officer for Allegations (LADO) on 01452 426994 or 01452 583638 for an Initial Discussion.

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](mailto:nigel.hatten@gloucestershire.gov.uk) and Tracy can be contacted on 01452 426320 or [tracy.brooks@gloucestershire.gov.uk](mailto:tracy.brooks@gloucestershire.gov.uk)

If a staff member has concerns about the Head teacher, the Chair of Governors or the governor with responsibility for Safeguarding must be contacted. They, in turn, will immediately contact the Local Authority Designated Officer for Allegations (LADO) on the numbers above.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff are advised to contact:

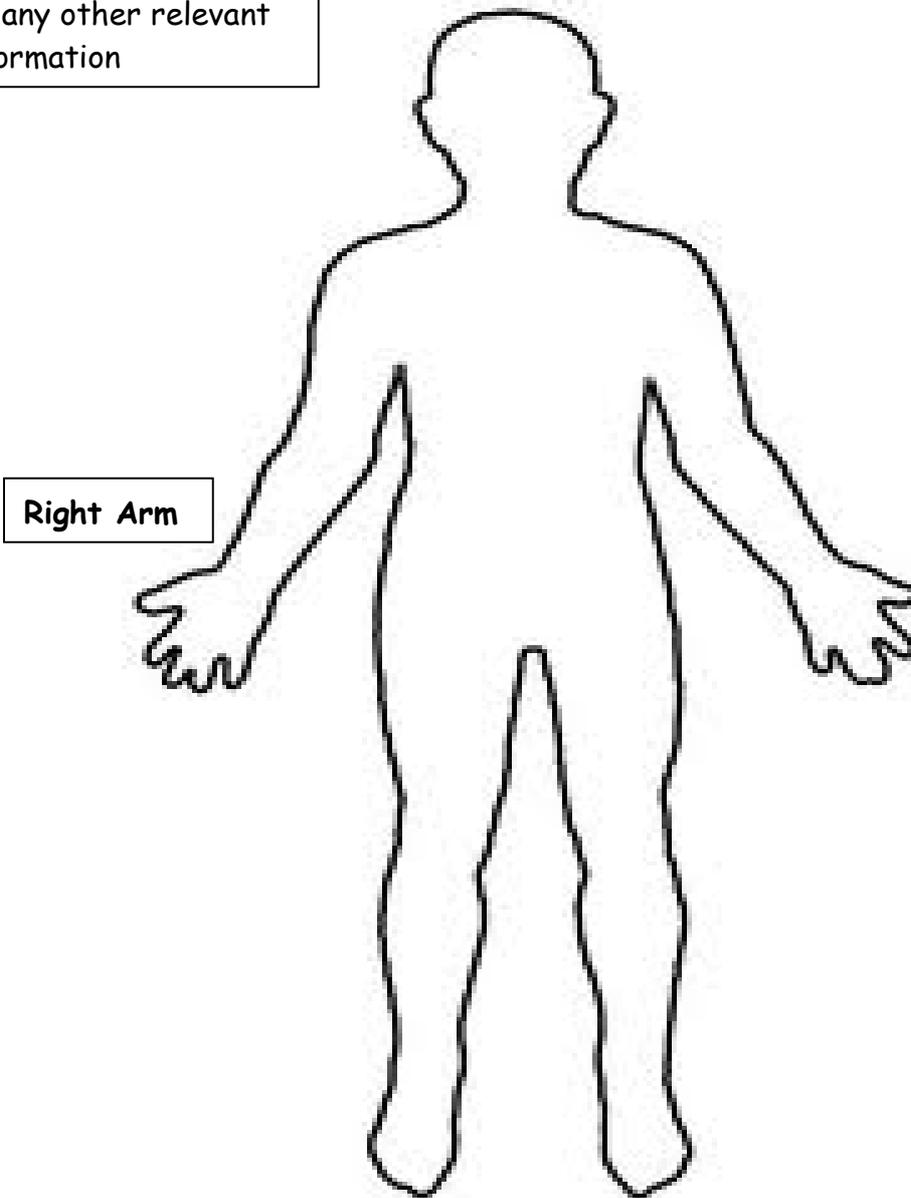
1. The Gloucestershire County Council whistleblowing phone line on 01452 427052 or, write to : The Director of Strategy and Challenge Gloucestershire County Council Shire Hall Gloucester GL1 2TG  
and / or,
2. The NSPCC whistleblowing helpline - 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Transport staff allegations procedures

- If an allegation is made against transport staff on school grounds: school should inform transport by emailing [sen.transport@gloucestershire.gov.uk](mailto:sen.transport@gloucestershire.gov.uk) or phoning 01452 425011, the transport provider (employer) and Nigel Hatten (LADO). You should then provide any witness statements/CCTV etc. When this is done, confirm in an email that you have provided all necessary documentation and formally say that you are handing over lead of the allegation to the employer. Keep this for your records.
- If an allegation is made about an incident off-site but reported to school, you should report it by emailing [sen.transport@gloucestershire.gov.uk](mailto:sen.transport@gloucestershire.gov.uk) or phoning 01452 425011 and the transport provider, saying that you are handing the allegation over to them. Again, keep a copy of the email for your records.

## Injury Log - FRONT

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



Name of Pupil: \_\_\_\_\_

Completed by: \_\_\_\_\_

Action Taken: \_\_\_\_\_

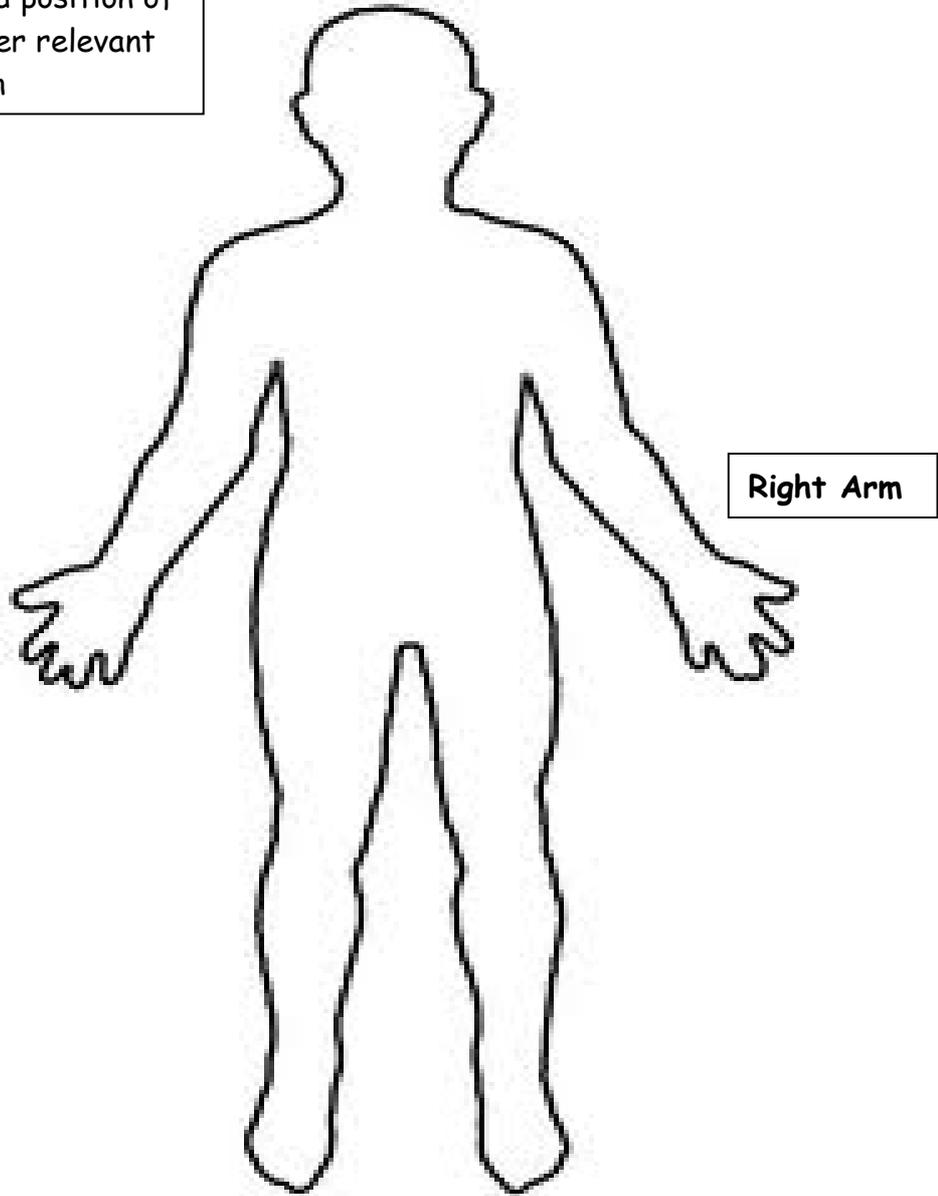
Witness: \_\_\_\_\_

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: \_\_\_\_\_

