



Battledown Centre for Children and Families

Child Protection and Safeguarding Policy
and Procedures

Date of Policy:

November 2021

Review Date:

October 2022

Signed:

M Cooke

Date: 18/11/2021

Chair of Governors

Introduction

This policy is written with due regard to:

- Working Together to Safeguard Children (July 2018) (available at 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

The Safeguarding of all children who attend Battledown School is a key role and responsibility of all staff who work here, and an issue which is treated with the utmost seriousness. It is our collective responsibility to keep the children safe from harm, and potential harm, at all times and to report any activity which may threaten or affect the children's physical and emotional wellbeing.

We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive support and protection. Child Protection forms part of the school's safeguarding responsibilities.

We are mindful of the fact that pupils with special needs are more likely to be abused and of the vulnerability of Children in Care. Due to the complex needs of most of the children, and their difficulties in communicating with adults, vigilance and observation with regards to changes in children's behaviour or physical wellbeing is crucial in recognising when children may be at risk. Furthermore, we recognise that children with SEND can have potential abuse put down to their needs (consider contextual abuse), may be prone to isolation and should have additional pastoral support.

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

- Establish and maintain an environment where pupils feel secure, are encouraged to communicate/talk, and are listened to
- Ensure pupils know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for pupils to develop the skills they need to recognise and stay safe from abuse
- Ensure that Staff are aware of local policies and procedures that must be followed and which are under the direction of the Local Safeguarding Children's Board. Copies of the Gloucestershire Safeguarding Children's Executive, Child Protection Process are available in the school staff room, or by logging on to www.gscp.org.uk Safeguarding and promoting the welfare of children is defined as:
 - Protecting children from maltreatment
 - Preventing impairment of children's health and development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering or likely to

suffer, significant harm. The key message is safeguarding incidents could happen anywhere including online. Staff and volunteers should be alert to possible concerns being raised in this school.

Aims

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 Partnership ([GSCP](#))

South West Safeguarding Children Procedures,

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

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

- Demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, ensure we, the school contribute to assessments of need and support packages for those children.
- Support pupils who have been abused in accordance with his/her agreed Child Protection Plan.
- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies, especially the Police and MASH (Multi-agency Safeguarding Hub)
- Ensure that all staff working within our school who have access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory DBS check and a single central record is kept for audit
- Ensure we practice safer recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels, check the suitability of staff and volunteers to work with children and ensure any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse by referring to the Front Door (previously Children's Helpdesk). Staff should ensure that they keep up to date records and know how to obtain Early Help so that children receive the right help at the right time and to coordinate with the relevant professionals.

Key Personnel

The Designated Safeguarding Leads (DSL) for Battledown is Nikki Teague

Contact details nikki.teague@battledown.sandmat.uk Telephone: 01242 525472

The Deputy Safeguarding Lead (DDSL) for Battledown are:

Jane Davis - Contact details jane.davis@battledown.sandmat.uk

Pauline Phillips – Contact details Pauline.phillips@battledown.sandmat.uk

The nominated Safeguarding Governor is Steve Crowe

Contact details Telephone: 01242 525472

The Local Authority Designated Officer (LADO) is Nigel Hatten, supported by Tracy Brooks Contact details Nigel.hatten@gloucestershire.gov.uk / Tracy.brooks@gloucestershire.glov.uk Telephone: 01452 426994 /01452 426320

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 Partnership ([GSCP](#)) procedures, where relevant, and the following Legislative Framework.

Supporting Pupils

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.

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

- The content of the curriculum where pupils are taught to understand and manage risk through the PSHE curriculum. Relationship and Sex Education and through all aspects of school life. This includes online safety.

- The school ethos which promotes a positive, supportive and secure environment where pupils are encouraged to talk, are listened to, know they can approach staff with worries and are given a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children such as social care, child and adult mental health services and educational psychology service
- Supporting 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 Executive(GSCE), Social Care Services, Children and Young People's Services (CYPS), Educational Psychology Service and Operation Encompass (domestic abuse).
- Notifying MASH as soon as there is a significant concern
- If the school becomes aware that a child has witnessed domestic abuse it will follow Child Protection procedures
- Ensuring 'Children Missing from Education' procedures are followed when required
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is transferred to the new school immediately and their social worker is informed.

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.

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 CPOMS 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.

Procedures

The school follows the procedures set out by the Gloucestershire Safeguarding Children Partnership ([GSCP](#)) for dealing with abuse or suspected abuse and

follows and DFE guidance contained in 'Keeping Children Safe in Education (2021) by:

- Ensuring it has a designated senior person for safeguarding (child protection) and deputy DSLs who have received appropriate training and support for this role and is part of the school's senior leadership team. One of them will be available at all times. (see GSCE job description for role of DSL)
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensuring that the DSL and DDSL are updated regularly and at least annually to keep up with relevant developments in addition to undergoing relevant training every two years.
- Ensuring that all staff know they have a responsibility to safeguard all children and their families with whom they come into contact.
- Ensuring that all staff knows the names of the designated Safeguarding Lead (DSL) responsible for child protection and their role.
- Ensuring all staff understand their responsibilities in being alert to signs and responsibility for referring any concerns to the designated Safeguarding Lead responsible for child protection.
- Ensuring all staff are aware of the signs of Children missing from education, Radicalisation, Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) and understand their responsibilities for referring any concerns to the Designated Safeguarding Lead responsible for child protection.
- Ensure all staff annually read the relevant KCSiE document and can answer key questions from it correctly to show understanding
- Ensure all staff understand upskirting is a form of peer-on-peer abuse and a criminal offence
- Ensure all staff know the indicators that may signal that a child is at risk from, or involved with, serious violent crime and how to report it.
- Ensuring where abuse is suspected, any member of staff or governor or volunteer should immediately inform the school's DSL or in their absence the deputy DSL. Staff should also keep a written record of concerns about pupils on the school safeguarding log form, including marking the position of any marks or bruises on body outline sheet on reverse, and pass to the DSL, who will follow up and keep the form in the safeguarding file in a locked cabinet. If there is a welfare concern which is not a safeguarding matter, the school's welfare record form should be completed. If there is uncertainty which form should be completed, or any other query, staff should refer to the DSL for advice
- If a pupil discloses possible abuse, staff should not promise confidentiality to pupils. They should not press pupils for details or ask leading questions or attempt to investigate for themselves.
- Ensuring all procedures apply to school day visits with any concerns they should refer them to an available DSL/deputy DSL.
- Every member of staff has a duty to report any criminal convictions whilst in post to the headteacher (or in the case of the headteacher to the chair of governors).
- Ensure that the DSL or DDSL are available to discuss safeguarding concerns at all times, either in person or by telephone.

Staff should work within sight of a colleague if at all possible and inform a colleague if working alone with a pupil out of their view or taking a pupil to the toilet. Doors should be left ajar if staff are left alone with a pupil, if this is practicable. This is to protect staff against the possibility of allegations.

Responsibilities

Governors

- All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Gloucestershire Safeguarding Children's Executive and statutory requirements, are reviewed annually and that the Child Protection policy is publically available on the school website or by other means.
- Ensures that all staff including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy.
- All staff have read Keeping Children Safe in Education (2021) part 1 and Annex B. A condensed version of Part one of Keeping Children Safe in Education (2021) Annex A is provided (instead of Part one) to those staff who do not directly work with children.
- Battledown operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- At least one member of the governing body has completed safer recruitment training to be repeated every five years
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors

Safeguarding Governor

The governor with responsibility for safeguarding meets with the DSL three times a year and conducts the local authority safeguarding audit jointly with the DSL annually in December, drawing up an action plan, monitoring progress and reporting to the governing body on progress. The Safeguarding governor ensures Safeguarding is a standing agenda item at full governing body meetings, where any governor can raise an issue or question.

Designated Safeguarding Lead (DSL)

- The ultimate responsibility for Safeguarding Children and Vulnerable Adults at Battledown School lies with the DSL.
- The DSL ensures that the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff
- Acts as a source of support and expertise in carrying out safeguarding duties for the whole school community

- Ensures that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school's website
- Develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at child protection conferences, strategy meetings and core groups
- Organises and holds care reviews and Multi Agency meetings to support pupils and families as required. The school's Family Support Worker (FSW) may be involved in organising and/or attending these as part of their work to support families.
- Keeps a safeguarding child protection file of written records (safeguarding log) of concerns about children, even where there is no need to refer the matter immediately. Maintain a chronology and record of telephone conversations and printed copies of emails and minutes of child protection conferences, strategy meetings and child in need meetings in the Safeguarding file. This is now held on a secure online system called CPOMS
- Ensures all records are kept securely; separate from the main pupil file, and in locked locations. This is now held on a secure online system called CPOMS
- Ensures all staff and the Safeguarding governor have read Part 1 of Keeping Children Safe in Education 2021.
- Discusses reports or concerns of child abuse with staff and take decision on whether to refer to social care. Complete school safeguarding log and record all actions and date and file securely. This is now held on a secure online system called CPOMS
- Information about the safeguarding concern is shared by the DSL with those staff who need to know.
- Notifies the relevant social worker if there is an unexplained absence of more than a day of a pupil who has a Child Protection Plan
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- Will refer a child if there are concerns about possible abuse, to the MASH team.
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences
- Will liaise with the local authority and other agencies and follow GSCE procedures (outlined in available online at www.gscb.org.uk). They will be responsible for referring the matter to The Front Door (formerly Children and Families Helpdesk) (tel. 01452 426565) if appropriate.

School Staff

- Understand that it is everyone's responsibility, including supply staff, to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2018).

- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH.
- Will provide a safe environment in which children can learn

Recruitment

Recruitment of Staff

The school ensures safe recruitment practices are always followed, including the undertaking of Safer Recruitment training and accreditation. The school ensures at least one of them is involved in all recruitment and interviews.

The school's Single Central Record (SCR) of all staff, governor and volunteer DBS checks is held maintained by the SAND central HR team. Identity checks are carried out and DFE prohibition checks for teachers.

Induction

Induction of Staff

An Induction meeting with a member of SLT takes place usually before commencing in post. If this is not possible, a health and safety/safeguarding brief meeting will take place on or before the first day in post - this will cover the following:

- The school's Safeguarding/Child Protection policy
- Names of responsible persons
- Safer Working Guidance
- Part 1 of Keeping Children Safe in Education (2021) (The full document is displayed in the staffroom)
- Conduct and whistle blowing policy - GCC
- Acceptable Usage Policy
- E safety policy
- Online or GSCP training will take place as soon as practicable for the new member of staff.
- The school will ensure every member of staff (including temporary and supply staff and volunteers) and governors know the names of the designated senior person responsible for child protection (DSL) and DSL's and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse (either physical, emotional, sexual or neglect and responsibility for referring any concerns to the designated senior person responsible for child protection
- As part of staff and governor induction, the document 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' is discussed and staff sign to indicate they have read this. Staff also sign the school's Acceptable Usage policy

Induction of Volunteers

This is carried out by Jane Davis DDSL and includes:

- The school's Safeguarding/Child Protection policy
- Names of responsible persons
- Safer Working Guidance
- Acceptable usage policy

Induction of Governors

The chair of governors and headteacher/DSL carry out an induction meeting with all new governors. This includes:

- The school's Safeguarding/Child Protection policy
- Names of responsible persons
- Part 1 of Keeping Children Safe in Education (2021)
- Safer Working Guidance
- Conduct and whistle blowing policy - GCC
- Acceptable Usage Policy

Training

The school buys into the local authority safeguarding traded service and ensures that the school's Designated Safeguarding Leads (DSL) and deputy DSL's are suitably skilled and experienced and have received the current specialist training.

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 |
| Governors | Safeguarding Updates | Agenda item for every meeting each term |
| Recruitment Staff | Safer Recruitment | Every five years |

The DSL attends the DSL forums run by the Local Authority Designated Officer, in order to keep up to date with current practice. This includes developing knowledge and understanding of Child Sexual exploitation, Honour based violence, forced

marriage, female genital mutilation and children missing in education and cyber-bullying.

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.

Training for Parents

Parents are offered E-safety updates and information through the school, or via links with other schools.

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;

Support for staff

All Staff

The school recognises that dealing with a safeguarding/child protection case may be stressful for staff. Staff have the opportunity to speak with their line manager (who is a DSL or DDSL) where support is required when dealing with a safeguarding/child protection matter and may request to do so. It is the duty of all staff, including those on supply, to share details of any actions they take regarding safeguarding as soon as possible.

Reflective Practice for DSL

The DSL will meet for practice reflection with the DSL from another Gloucestershire special school to carry out practice reflection three times a year. This is co-ordinated through the Gloucestershire Association of Special School Heads. The head and deputy head (DDSLs) may also be involved as appropriate.

Allegations Against Staff

The school follows the local authority Allegations Management procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors. The DSL/Head teacher will refer the allegation to the Local Authority Designated Officer (LADO). If the allegation is against the assistant head (DSL), the head will refer the matter to the chair of governors or safeguarding governor, who will contact the LADO.

Low level concerns

KCSIE (2021) states that, as part of their whole school approach to safeguarding, schools and colleges in England should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

The term 'low-level' concern does not mean that it is insignificant, it means that the adult's behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with an organisation's staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO, and on a nonnames basis

Whistle Blowing

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.

The GCC Code of Conduct and Whistle blowing policy has been adopted by the school. It is available on 365 SharePoint and staffroom.

Confidentiality

The school recognises that all matters related to safeguarding/Child Protection are confidential. The DSL will disclose personal information about a pupil to other members of staff on a need to know basis. All staff must be aware they have a professional responsibility to share information with other agencies in order to safeguard pupils.

All staff must be aware that they cannot promise a pupil that they will keep secrets which might compromise the pupil's safety or well-being or that of another.

The school will undertake to share its intention to refer a pupil to Social Care with the pupil's parents/carers unless to do so could put the pupil at greater risk of harm or impede a criminal investigation. If in doubt the school will consult with the GSCE or social care.

Definitions of Abuse and Neglect

(From Keeping Children Safe in Education, DFE, 2021)

Abuse is defined as 'a form of maltreatment of a child. Someone 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 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. It is unlikely that abuse, neglect and safeguarding issues are standalone events that can be covered by one definition or label. In many cases multiple issues will interlink with each other.

Physical Abuse

"A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child".

Emotional Abuse

"The persistent emotional maltreatment of a child such as to cause severe and adverse effects 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".

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a oneoff occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects 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.

Sexual Abuse

"Involves forcing or enticing 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 basic 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".

The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance abuse, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relative, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities

- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

Safeguarding issues often evolve around abuse and/or neglect, but may also be related to:

- Child Sexual Exploitation (CSE)
- Bullying • Cyberbullying
- Peer on peer abuse
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and Youth Violence
- Gender-based violence/violence against women and girls (VAWG)
- Gender identity and sexuality
- Honour-based Abuse
- Medication
- Mental Health
- Private fostering situations
- Radicalisation and extremist behaviour
- Sexting
- Teenage relationship abuse
- Trafficking

Sexual violence and sexual harassment Government guidance on the above may be found on the Gov.UK website.

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.

Child on child sexual violence and Sexual harassment

Staff can refer to part 5 of Keeping Children Safe in Education 2021 which provides guidance on managing reports of child on child sexual violence and sexual harassment.

Bullying including Cyberbullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including Peer on Peer abuse, including cyber-bullying, sexting and prejudice-based bullying should be reported and will be managed through our tackling bullying procedures. Parents are informed of where the bullying policy can be found on the website and the subject of bullying is addressed at regular intervals in PSHE education.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Honour –Based Violence

Honour based violence is a collection of practices used to control behaviour within families to protect the perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour based violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, Honour Based Violence may exist.

A **forced** marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' For more information, see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

Children Missing in Education

Attendance, absence and exclusions are closely monitored. Children missing from education are at significant risk of underachieving, being victims of harm, exploitation and radicalisation, including sexual abuse and sexual exploitation. The head teacher or DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

We follow LA guidelines and carry out the actions on the CME referral form checklist if we have any concerns that a pupil may be missing from education. If a child is subject to a child protection plan or is a child in care and goes missing from education, we inform Social Care immediately and follow the GSCE procedures. Effective information between school, parents and local authorities is critical to ensure that all children of compulsory school age are receiving suitable education. Where reasonably possible school will hold more than one emergency contact number for each pupil.

Child Sexual Exploitation (CSE) (From Keeping Children Safe in Education 2021):

"Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse".

The latest Child Exploitation Screen Tool guidance is available [here](#) and more information on [Child Exploitation and Missing Children](#)

Female Genital Mutilation (FGM)

Female Genital Mutilation is the partial or complete removal, or modification of, the female genitalia. It usually happens to girls between 5 and 15 years old but it has been known to happen to babies and older girls. It is cultural rather than religious and we should not refer to it as circumcision because this makes it sound like a medical procedure which it is not. It is illegal.

If a child talks about going on an extended trip or talks about something exciting happening or becoming a woman, this may be a sign that FGM is to take place.

"Female Genital Mutilation (FGM): professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject." (From Keeping Children Safe in Education, DFE 2021)

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-agency Practice Guidelines: Female Genital Mutilation. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Sexting

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Sexting refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving Sexting they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

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.

Sudden Child Death Review Process

Each death of a child is a tragedy for his or her family (including any siblings), and subsequent enquiries/investigations should keep an appropriate balance between forensic and medical requirements and the family's need for support. A minority of unexpected deaths are the consequence of abuse or neglect or are found to have abuse or neglect as an associated factor. In all cases, enquiries should seek to understand the reasons for the child's death, address the possible needs of other children in the household, the needs of all family members, and other children well known to the child. It should also consider any lessons to be learnt about how best to safeguard and promote children's welfare in the future. This is a mandatory process (Working Together to Safeguard Children, 2013 and revised 2015) and has provided the opportunity to establish a standardised approach to the management of a child's death and to identify further support to the family. The school will follow the process as laid out in the GCC Children's death review process guidance at [Child Death Process - Gloucestershire Safeguarding Children Partnership](#)

Preventing Radicalisation/Prevent

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, which is defined as vocal or active opposition to fundamental British values. There is no single way of identifying an individual who is likely to be susceptible to extremist ideology. The internet and use of social media in particular has become a major factor in the radicalisation of young people. Staff should be alert to changes in pupils' behaviour which could indicate they may be in need of help or protection and use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 and we need to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty. As a part of this duty we need to assess the risk of our pupils being drawn into terrorism. If we believe that a child or young person in our care is at risk we must follow the local safeguarding procedures. We have filters in place to keep our pupils safe from terrorist and extremist material when accessing the internet and we teach our pupils about online safety. Due to the age and ability of children at Battledown, online activities are supervised by class teams.

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 [KCSIE 2021](#)

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.

Battledown's Gloucestershire Encompass Commitment

Operation Encompass helps police and schools work together to provide emotional and practical help to children (Annex B, Keeping Children Safe in Education 2021). As part of Battledown School'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.

Channel

Channel is a programme which focuses on providing support at an early stage to children and young people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals. Engagement in the programme is voluntary. The Local Authority has 'Channel Panels' in place where individuals are assessed, consent is obtained and support is provided to the referred individual.

Further information on Preventing Radicalisation' has been included in Keeping Children Safe in Education September 2021 in line with:

Prevent Duty Guidance: for England and Wales, published in March 2015 as part as the UK's Counter Terrorism strategy. (P.10-15 for schools, registered childcare providers and further education).

The Prevent Duty, Departmental advice for schools and childcare providers, published in June 2015. This non-statutory departmental advice is for governing bodies, head teachers/principals, Designated Safeguarding Leads and school staff. The document clarifies what the prevent duty means for schools and what

actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support. The following signs and behaviour are generally seen in children who are already being sexually exploited:

Missing from home or care

- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Change in physical appearance
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts of suicide

The GSCE protocol should be followed (available on the GSCE website). The GSCE CSE screening tool should be used and sent to the police. Parents may be involved in its completion or the school may complete it and refer without parents' consent, as deemed appropriate

Gloucestershire Multi-Agency Safeguarding Hub (MASH)

The Multi agency safeguarding Hub commenced during 2014. It involves professionals from different agencies sharing information and deciding on a proportionate response to it. Concerns raised via the Helpdesk are referred to the MASH. The MASH will make a decision within 24 hours.

Multi-Agency Risk Assessment Conference (MARAC)

MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in four localities, including Stroud and Cotswolds. The purpose of MARACs is "to share information to increase the safety, health and well-being of victims' – adults and children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm". The procedures now include schools. School should be contacted within 48 hours of an incident of domestic abuse and invited to attend the MARAC meeting. The school is committed to attending MARAC meetings.

Multi-Agency Public Protection Arrangements (MAPPA)

On occasion the school 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 or young person. The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of twelve months or more and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to children, known adults, public, staff and self. The police, probation and prison service are the lead agencies, with other agencies including Children

and Young People's Service and educational settings, having a statutory duty to co-operate. Multi-agency meetings are convened to share relevant information and produce a plan of how the 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. The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from the Children and Young People's Service. There are links between the multi-agency public protection arrangements and the GSCE.

The school provides information for and/or attends MAPPA (Multi-agency Public Protection Arrangements)

Links to other policies

This policy also links to the following policies:

- Providing 'Early Help' (see appendix)
- Health and Safety
- Staff Code of Conduct (SAND)
- Allegations Management (see appendix)
- Use of the school's Safe Space
- Anti-bullying
- Medical and use of Medicines Policy
- Intimate Care
- On line Safety and Acceptable Use Policy
- Whistle Blowing and Code of Conduct (GCC)
- Equalities Policy
- Behaviour
- Special Educational Needs
- Curriculum which includes Personal, Social and Health Education
- Education Children Missing from Education procedures (GCC)
- Conduct (GCC)
- Grievance (GCC)
- Sudden Children's death review (GCC)

Appendices

Battledown School Offer of Early Help (Appendix 1)

Glossary (Appendix 2)

Allegations Management – [following link to full details](#)

Annex COVID-19 changes to our Child Protection Policy (Appendix 3)

Appendix 1 to Safeguarding policy

Early Help at Battledown School 'Early help' means providing support for a pupil and their family as soon as a problem emerges, at any point in a child's life.

Early Help involves early identification of pupils' and families' needs or challenges and responding to them effectively in order to help families deal with issues. This is done by working with others to provide and share information, and access advice and services for families when needed, thereby supporting them to resolve their concerns as needs emerge in order to prevent concerns from growing.

Early Help is central to our work at Battledown. Our Early Help offer identifies the need for help for pupils and families as soon as problems begin to emerge or when there is a strong likelihood that problems may emerge in the future. The Early Help offer includes universal and targeted services designed to reduce or prevent specific problems from escalating or becoming entrenched. Our Early Help offer provides a 'doorway' through which families can access additional support. The school is committed to building positive relationships with pupils and their families and supporting them by offering early help to avoid escalation of issues by ensuring a multi-disciplinary approach that includes a range of skills and expertise.

We employ our own Family Support Worker (FSW) who plays a vital role in providing our offer of early help. The role 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/afternoons some of which have speakers and some of which are informal for parents to chat to each other and the FSW.
- Provide contact details and referrals to other support services and agencies
- Parent Workshops, including LEBS Programme (based on needs identified in the school's annual parents' questionnaire and other requests or needs identified by parents)
- General care, support and advice
- A listening ear
- Details of holiday activities continuing school programmes at home behaviour or referring on or signposting to organisations who may offer further help and support. The FSW organises courses and workshops for parents, and coffee- School or families may raise concerns and decide on next steps. If a family does not consent to a further referral for help and support, the head teacher who is the Designated Safeguarding Lead, will consider whether a referral to social care may be necessary for safeguarding reasons.

We work closely with paediatricians, social workers, lead professionals, Families First Plus (formerly the Targeted Support Team), youth support team, school nurse, Children and Young People's Service (CYPS) community nurse, educational

psychologist, speech and language therapist, physiotherapist, occupational therapist, advisory teachers for visual impairment and hearing impairment and the Virtual School for children in care.

Referrals may be made to one of the new district Families First Plus teams in Gloucestershire. The aim of this early help provision is to offer support to vulnerable families, children and young people at an earlier stage and reduce the demand on specialist services. The Families First team provides advice and targeted support through its early help co-coordinators, community social workers and family support workers. We liaise with them and make referrals as appropriate to the needs and requirements of individual pupils and families.

Where appropriate we host or initiate child in need multi-agency or team around the child (TAC) meetings for pupils as required. These may be arranged by social workers and held in school or arranged by the head teacher or parent support worker.

We will make referrals to social care (the children's helpdesk) where we feel pupils may be at risk of:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Domestic abuse
- Female Genital Mutilation (and report to the police on 101)
- Forced marriage
- Faith abuse
- Gangs and youth violence
- Gender based violence
- Honour based violence
- Fabricated and induced illness
- Sexting
- Teenage Relationship Abuse
- Private fostering situations

Or where we have reason to believe they may be affected by Drug or Alcohol abuse or mental health issues within the family.

Children missing from education

We contact families on a daily basis to establish why pupils have not attended school. If pupils are on a child protection plan, we contact the local authority to inform them of unexplained absence. Where any pupil is missing from school for ten days we inform the local authority in accordance with the Children Missing from Education procedures. We also contact the local authority where any pupil is removed from the school to be home educated or where they are not registered at another school.

Child Sexual Exploitation

The CSE screening tool is used and a referral made to the Gloucestershire police central referral unit.

Radicalisation and Extremism

We identify those at risk and follow GSCE/Prevent and Channel Panel procedures.

Appendix 3 Glossary

| WORD | DEFINITION |
|-------|---|
| GSCE | Gloucestershire Safeguarding Children Executive |
| MASH | Multi Agency Safeguarding Hub |
| MARAC | Multi Agency Risk Assessment Conference |
| MAPPA | Multi Agency Public Protection Arrangements |
| KCSiE | Keeping Children Safe in Education |
| LADO | Local Authority Designated Officer |
| DSL | Designated Safeguarding Lead |
| CME | Children Missing in Education |
| CSE | Child Sexual Exploitation |
| FGM | Female Genital Mutilation |
| DfE | Department for Education |
| DBS | Disclosure and Barring Service |

Allegations Management

Concerns 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:

1. Behaved in a way that has harmed or may have harmed a child.
2. Possibly committed a criminal offence against, or related to a child.
3. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.



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 investigation 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





Annex to Child Protection Policy Battledown Centre for Children and Families

COVID-19 changes to our Child Protection Policy

3rd April 2020

Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is and will continue to be significantly affected through illness and self-isolation.

Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies.

Reporting arrangements

The school arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead is: Nikki Teague
nikki.teague@battledown.sandmat.uk

The Deputy DSL:

Pauline Phillips Pauline.phillips@battledown.sandmat.uk
Jane Davis – Jane.davis@battledown.sandmat.uk

The school's approach ensures the DSL or a deputy is always contactable. All staff will be re-issued with contact details and should also report any concerns via Sleuth welfare concern in line with the current policy. This will send an alert e mail to the DSL/ DDSL's). During the school day (9am to 3.30pm) *a member of SLT or safeguarding staff will be on site at all times while the official school closures are in operation.*

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting the Multi-Agency Safeguarding

Hub (MASH) are: **01452 426565** or by email childrenshelpdesk@gloucestershire.gov.uk

Further details can be found at [Gloucestershire Safeguarding Children Executive](#)

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children executive escalation procedure, available here: [Gloucestershire Safeguarding Children Executive](#)

Identifying vulnerability

Schools relationships with the community mean we have identified children who may be classed as 'vulnerable' during this period Battledown staff reference these children as 'red' or 'amber' depending on individual needs or the child or family.

We have put in place specific arrangements in respect of the following groups:

- Children in Care – individual agreements with carers and Social Worker, mostly involving fortnightly contact when restrictions permit
- Children who have previously been Children in Care – individual agreements with carers and SW, mostly involving fortnightly contact if assessment reflects this is required
- Children subject to a child protection plan/ Child in Need plan – places in school available, if not taken this must be agreed by Social Worker and family. Individual agreements with carers and Social Worker, visits will be undertaken (to be agreed with Social Worker as to who will undertake these home visits).
- Children with an EHCP – Teachers have undertaken Risk Assessments in consultation with the safeguarding team and work directly with parents/carers and wider professionals when required. Placements have been available every day to attend school for children or families for who this provision is recognised as essential. Children on the edge of social care involvement or pending allocation of a social worker. SLT have undertaken Risk Assessments in consultation with the safeguarding team and work directly with parents/carers and wider professionals when required. Placements have been available every day to attend school for children or families for who this provision is recognised as essential.

Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. Contact arrangements will be agreed with parents/carers, SLT and DSL.

Where appropriate school will liaise with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Children in Care and those who have previously been Children in Care.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children of critical workers who may attend school if no safe alternative arrangements can be made.
- Children at home – work packs sent home and online learning resources with regular updates provided by teachers
- Children at home – all class teachers or class EYP's are in weekly communication with families via phone calls or those in school daily via class DoJo. DSL/HT are monitoring communications and alerts are raised by families who stop communications.

The plans in respect of each child in these groups will be reviewed regularly.

Holiday arrangements

Battledown will be closed over Easter. Regular communication with families will continue.

Attendance

The school is following the [attendance guidance issued by government](#).

Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent but if necessary arrange a home visit by the school or another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the school to ensure children and young people are safe.

These arrangements will only be in place for children who have enrolled and are eligible for Emergency Childcare. For all other children school is closed.

Staff will be aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

Incidences of Domestic Abuse are expected to significantly increase during the period of isolation as perpetrators will use this time as a “tool of coercive and controlling behaviour”, and victims and their children are consistently more vulnerable during periods of societal stress [see government guidance](#). Operation Encompass will continue as normal with notifications being sent to the school's email. For further information please contact Halah Shams El-Din on 01452 328953 or by email halah.shamsel-din@gloucestershire.gov.uk

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place in school
- Our governing body will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Children and young people accessing remote learning receive guidance
- Parents and carers have information keeping children safe online with peers, the school or others *in* the wider internet community.
Parents have been offered the following links:
- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [South West Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

Allegations or concerns about staff

With such different arrangements, young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged and can be found at [The role of the LADO and the allegations management process - Safeguarding Children in Gloucestershire](#)

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk .

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or school leader. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part 1 and Annex A of Keeping Children Safe in Education, and where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment (see flowchart in KCSiE 2020) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children. The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with [DBS guidance](#).
- When undertaking ID checks on documents for the DBS it is reasonable to [initially check these documents online](#) through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by SLT of who is working in the school each day.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by Governors on (3rd April 2020) and is available on the school website at www.battledown.org.uk