

CHALFORD HILL PRIMARY SCHOOL

Safeguarding Children

(including Child Protection Policy)

Reviewed: November 2018
Review Due: October 2019

(to be applied with related policies for Attendance, Disability Equality, Safer Recruitment, e-Safety, Behaviour, Anti-Bullying, Confidentiality, Whistle Blowing and Safer Working Practices)

This policy reflects 'Keeping Children Safe in Education' guidance DfE 2014 (update Sept. 2016) and is reviewed annually in line with an audit of provision.

Governor Lead: Mr Chris Gardiner

Designated School Safeguarding Lead (DSL): Mrs Corinne Martin

Deputy Designated Safeguarding Lead: Mr Chris Jarvis

Statement of intent

At Chalford Hill Primary School we have a responsibility to ensure that the children with whom we are in contact are protected from harm. The protection and welfare of the child is the paramount consideration in all actions.

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2014 (update 2016).

This document has been formulated by staff, governors, parent representatives and pupils (via the School Council) and supports the principles of the Children's Act, and guidance offered by national authorities. The purpose of this document is to help all who work in the school environment to identify and support children who may be at risk.

Gloucestershire Safeguarding Children Board states

'The protection and welfare of the child must be the paramount consideration in all action. All professionals in contact with children and their families must be aware of the possibility of child abuse and neglect and of the need to maintain vigilance at all times. Children must be listened to, taken seriously and their comments fully evaluated'

Context

Our policy applies to all staff, governors and volunteers working in and connected to the school.

At Chalford Hill we will ensure that:

- We practice safe recruitment in line with Government guidance. The Head teacher, Deputy Head teacher and Chair/Vice of Governors have received training as accredited recruiters. At least one will be on all interview panels and check the suitability of staff and volunteers to work with children. The Head teacher is required by statute to report to the Independent Safeguarding Authority (ISA), within one month of their leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- A Single Central Register is held for all staff which includes identity, qualification and health checks, right to work and reference checks. The Single Central Register is reviewed regularly by a representative of the Governing Body, which is attended by the Head teacher and the School Administrator.
- All staff are checked for their suitability to work with children through the Disclosure and Barring Service (DBS, formerly Criminal Records Bureau) at Enhanced level.
- All staff are kept up to date with Child Protection issues and includes formal training every three years.
- Staff are raising awareness of child protection issues and recognising that safeguarding incidents could happen anywhere.
- Children are equipped with the skills needed to keep them safe.
- Governors are kept well informed about procedures through committee or full governors meetings and external training.
- We implement procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk.
- By supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Chalford Hill is a safe environment in which children can learn and develop.
- All staff, volunteers and governors who regularly work in school will be subject to an Enhanced level DBS check. This is also requirement for all new governors prior to the commencement of their term of office.
- We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

At Chalford Hill we will therefore:

- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse and know who to turn to for help.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

We listen to the voice of the child to identify concerns and all forms of abuse including radicalisation, FGM etc. We practice multi-agency working and understand the referral processes etc. is critical to ensure that early help and support is offered. (See Appendix 1.)

Whilst the staff meets on a regular basis to discuss concerns, all adults working within the school are responsible for identifying and raising concerns if they consider that early help is required.

A key factor is:

Listening and Talking to Children (staff guidance) (Appendix 2)

- Take what the child says seriously.
- React calmly because over reacting can frighten the child and compound feelings of guilt.
- Tell the child they are not to blame. Children often feel guilty.
- Explain to the child what will happen next and that you will have to tell someone else that can help.
- Check out your understanding with the child of what has happened if you are not clear what the child is telling you.
- Keep questions to a minimum and never lead the child, as leading questions may invalidate the child's testimony in court.
- Use the words the child uses (e.g. for different parts of the body). If the child is aware that you are reluctant to use particular words, they may feel reluctant to use the words themselves or may not speak at all.

When talking to children who may have been abused, you need to strike a balance between gathering enough information to establish whether or not there is cause for concern and undertaking an investigation interview which is the responsibility of the investigating agency. Having established that there is cause for concern, it should be possible to postpone a fuller interview until the social worker arrives. Training needs are considered and all staff are involved in the process. Children need to know that early help is available (e.g. the school operate "bubble time" which is a mechanism for the child to share concerns with an adult). Staff are aware who the DSL is and the procedures for reporting concerns.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the DfE to:

- Ensure we have a designated senior person for Safeguarding (Child Protection) (Designated Safeguarding Lead) who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the child protection register).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep confidential written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in secure locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.

- Ensure safe recruitment practices are always followed in line with 'Keeping Children Safe in Education' statutory guidance.

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

The school will endeavour to support the pupil through:

- The content of the curriculum including regular consultation through safety questionnaires, individual conferencing and asking children to report about whether they have had a happy/sad lunchtimes/playtimes. Road safety, cycle training and working closely with secondary schools to prepare for transition.
- An ethos, which promotes a positive, supportive and secure environment where all pupils have a sense of being valued.
- A Behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school strives to ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse, which has occurred.
- Liaison with other agencies that support the pupil such as Social Care, the Child and Adult Mental Health Service, Education Welfare and Educational Psychology Service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Categories of Concern

Neglect:

The persistent or severe neglect of a child, which results in significant impairment of the child's health or development, e.g.

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home).
- Failure to protect from physical or emotional harm.
- Failure to meet child's basic emotional needs.
- Failure to ensure adequate supervision.
- Failure to ensure access to appropriate medical care.

Physical Abuse:

Deliberate or intended injury to a child, e.g.

- Hitting shaking, throwing, burning, scalding, drowning, suffocating, or poisoning.
- Deliberate inducement of an illness.

Sexual Abuse:

Actual or likely sexual exploitation, e.g.

- Use of force or enticement to take part in sexual activity penetrative, or non – penetrative.
- Involvement in non-contact activities such as looking at or making abusive images.
- Encouraging children to watch sexual activities.
- Encouraging children to behave in sexually inappropriate ways.
- Any sexual activity with a child under the age of 16. (with or without agreement)

Emotional Abuse:

Persistent or severe emotional ill treatment, or rejection, which adversely affects the child's emotional and behavioural development, e.g.

- Conveying to a child that they are worthless, unloved or inadequate.
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

Recognition of Possible Abuse

Whilst recognising it is difficult to determine if abuse has occurred, teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children might exhibit any of the following without abuse having occurred:

- Disclosure.
- Non-accidental injury, bruising or marks.
- Explanation inconsistent with injury.
- Several different explanations for an injury.
- Reluctance to give information about an injury.
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn.
- Attention seeking.
- Hyperactivity.
- Poor attention.
- Appear frightened of parents or family members.
- Abnormal attachment between parent and child.
- Indiscriminate attachment.
- Hyper alertness.
- Reduced response.
- Frozen watchfulness.
- Nightmares.
- Anxiety/irritability.
- Abdominal pain/headaches.
- Poor self-esteem.
- Poor peer relationships.
- Act in an inappropriate way for age.
- Over sexualised play/talk or drawings.
- Excessive or inappropriate masturbation.
- Self-harm/eating disorder.
- Frequent visits to the toilet (urinary infection).
- Reluctance to change for P.E.
- Failure to thrive.
- Poor hygiene.
- Recurrent/untreated infections of skin or head lice.
- Untreated health/dental issues.
- Frequent absence from school or repeated lateness.
- Delay in meeting normal developmental milestones.

Procedures and Responsibilities – Designated Safeguarding Lead (Mrs Corinne Martin)

- Following all the correct procedures where abuse is disclosed.
- Informing the relevant external agencies where necessary.
- Ensuring that procedures and policies are kept up to date and relevant (including the 'Cause for Concern Register') as new information is produced.
- Liaising with other members of staff and the school leadership (Head teacher and/or Deputy Head teacher) to keep staff informed about measures put in place to support and/or monitor individual cases.
- Liaising with parents, carers and guardians about how a child is being supported.
- Ensuring that support measures are being followed correctly by staff and support agencies.

Procedures and Responsibilities – All staff

All staff should be aware of procedures to be followed when abuse is suspected, including those in cases where an accusation is made against a member of school's staff. The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure. Any member of staff with an issue or concern relating to child protection should discuss it with the Designated Safeguarding Lead (DSL) as soon as possible. It should be made clear to the child that confidentiality cannot be guaranteed in respect of child protection issues. Allegations of child abuse must always be given the highest priority and referred immediately to the DSL (Mrs Corinne Martin) or in her absence the Deputy DSL (Mr Chris Jarvis).

Actions in the event of a Concern or Disclosure

Suspicion of Abuse (if abuse is suspected but there has been no disclosure.)

- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour, etc. "Can you tell me about..." Believe the child and reassure them that they were right to talk to you.
- Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.) (Appendix 2).
- Report the suspicion to the Designated Safety Lead or the Head teacher.

Disclosure

- Allow the child to talk – ask only open questions e.g. 'Can you tell me more about.' Do not press for detail, put forward your own ideas or use words that the child has not used itself as this could lead to complications further down the line.
- Stay calm and reassuring.
- Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
- Believe the child but do not apportion any blame to the perpetrator. (It may be someone they love).
- Reassure the child that they were not to blame and they were right to talk to you, whilst information may need to be passed on, it will only be done to support and keep from harm the individual concerned.
- Ask the child if they have told anyone else.
- Keep an open mind.
- Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (The note should record the time, date, place and people who were present as well as what was said. This note may well be used in any subsequent court proceeding and may be required as evidence).
- Establish details of full name, D.O.B. address and names of parents/guardians.
- Report to the Designated Safety Lead or Head teacher who will contact the Social Services Department as necessary.

Please see step by step actions - 'Flow Chart for Response' (overleaf)

SAFEGUARDING YOUNG PEOPLE

If a professional has a concern about the well-being of a child (or unborn baby), then follow the general procedures provided.

NB: At no point should a member of staff promise a child to keep any information disclosed but that she/he may have to share information to help them.

FLOW CHART FOR RESPONSE

Member of staff has concerns

If a member of staff has a concern about the well-being of a child, then he/she should:-



Consult with Designated Safety Lead

Share his/her concerns with Mrs Corinne Martin (Mr C Jarvis in her absence) to help clarify the nature of his/her concerns **(NB: Complete a cause for concern sheet).**



Contact social workers for advice

If the DSL is unsure about how to proceed she will contact the Children's Help Desk
Tel:01452 426 565 and ask to speak to a social worker practitioner
(ENSURE IMMEDIATE DETAILS ARE AT HAND)



Contact the children's helpdesk

In those cases where it is clear a social worker assessment is required, a referral will be made to the Children's Help Desk Tel: 01452 426565 within 24hrs
(Immediately if concerns are about physical injury or sexual abuse).
The CYPD social care section will then take responsibility for managing any subsequent enquiries.
The referrer should confirm the details of the concern to CYPD, in writing, within 48hrs



Completion of written record

Complete a written record of the nature and circumstances surrounding the concern including any previous concerns held (referral forms in Safeguarding file)



Resolving professional Difference (escalation policy)

Remember to use the 'Resolution of professional differences' (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for a child.

**Contact the Safeguarding Children Service for advice on 01452 583629.
For all out of hours social work advice please contact the Emergency Duty Team on
01452 614194**

**REMEMBER - ALL STAFF MAY RAISE CONCERNS DIRECTLY WITH CHILDREN'S
SOCIAL CARE SERVICES**

EMERGENCY PROCEDURES

If the Designated Safety Lead/Deputy Lead or Head teacher is not available, establish the facts and details as above and contact the Children and Families Help Desk.

Phone Glos. Children and Families Help Desk **(01452 426565)**

Ask for: Social Services – Children and Families.

Ask for the Duty Social Worker.

Check to see if the family are already known to Social Services.

Discuss the situation and ask for advice.

A social worker may come to school to talk to the child.

Establish who will be responsible for informing the parents.

Social services will contact the police (G.S.G.B - Glos. Safeguarding Children Board) as necessary. If action is taken, follow up the phone call with a referral form (see Appendix 3.)

If you believe a child to be at immediate risk of harm then please contact the police on 999.

Additional Guidance/information

- If a child confides in a member of staff and requests confidentiality it is important that the child is told sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context the child should however, be assured that the matter will be disclosed only to people who need to know. The procedures are laid down in the Safeguarding Children's Handbook (Child Protection Procedures - copy held in school office).
- Where abuse is suspected or a sustainable allegation made, teachers and other members of staff should report the information to the school's Designated Safety Lead for child protection (Mrs Corinne Martin) or in her absence the Deputy Designated Safety Lead (Mr Chris Jarvis). Both of whom have received multi-agency training (every 2 years).
- All staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. A member of staff who knows the child best should be prepared to contribute the school's knowledge of the child to a joint agency discussion.
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. This also applies to all adults in the school should there be concerns. These should be reported to the DSL or the Head teacher.
- The Designated teacher/Head teacher to inform Chalford Hill School Governing body as laid down in the Child Protection Procedures Handbook.
- Children identified on Child Protection Register will be monitored in line with agreed Child Protection Plan i.e. appropriate personnel who are in direct contact with said child to be informed and notify the Head teacher as part of monitoring process.
- Reports prepared for such discussions should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate the child's appearance. If relevant reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.
- All staff recognise the additional vulnerabilities for 'Looked After Children' who may be placed at an increased risk due to their individual circumstances. Any safeguarding concerns should be reported to the DSL in line with statutory guidance. Staff should be aware of LAC pupils in order to meet their needs as part of their overall development and safety.
- All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. Separate policies for SEND and Anti Bullying provide further detail. The school maintains a record of bullying/racist incidents.

Specific Safeguarding Issues

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

- Child sexual exploitation (CSE) – see also below.
- Bullying including cyber-bullying.
- Domestic violence.
- Drugs.
- Fabricated or induced illness.
- Faith abuse.
- Female genital mutilation (FGM) – see also below.
- Forced marriage.
- Gangs and youth violence.
- Gender-based violence/violence against women and girls (VAWG).
- Mental health.
- Private fostering.
- Radicalisation.
- Sexting.
- Teenage relationship abuse.
- Trafficking.

Further information on Child Sexual Exploitation and Female Genital Mutilation Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying 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.

Prevent Duty (Appendix 4)

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, 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 school we endeavour to build pupils’ resilience to radicalisation by promoting fundamental British values, thus enabling them to challenge extremist views.

All staff have a responsibility to implement the ‘prevent duty,’ the DSL has undertaken a Workshop to Raise Awareness of Prevent (WRAP) and relayed this information to staff.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

Signs / behaviours may include:

Physical

- Tattoos.
- Piercing.
- Change of hair / clothing.
- Change of routine.
- Have two phones.

Emotional

- Isolation.
- New friends.
- Drug habit.
- Individual may be looking for greater significance / self-worth.
- Assumption by the child that they are being befriended

Verbal

- The individual may ask probing questions re: a specific interest.
- Type and frequency of online sites hit.
- Any key phrases used by the individual (out of the norm).
- Newfound arrogance.

Often pupils are most vulnerable when working online. In order to ensure that children are safe from terrorist and extremist material when accessing the Internet in school, Chalford Hill has a comprehensive filtering system in place, (via SWgFL). This is complimented and supported by the school's ICT, PSHE and SRE curriculum which has Online Safety embedded throughout. Through the curriculum there may be opportunities to facilitate and encourage pupils to question themselves and/or ideas.

Should a member of staff have any concerns that a pupil is at risk of radicalisation then they should speak to the Designated Safeguarding Lead in the first instance.

If there are concerns that a pupil is at risk of radicalisation, it may be appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

In Gloucestershire, the Channel Panel is chaired by Alison Williams at Gloucestershire Local Authority (LA). This panel screens any referrals made. As a panel, recommendations and/or interventions may be made. In addition, the LA have a Prevent board on which Jane Bee sits (which meets every 3 months) to review the prevent duty.

Female Genital Mutilation (FGM)

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

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Allegations Against Staff

The Head teacher, or Governors in a case where the Head teacher is accused, should consider carefully whether the suspension of the person concerned is appropriate. Suspension should not be automatic. Further guidance on procedures when a Head teacher is accused of abuse is contained within the Child Protection Procedure Handbook.

Advice should be sought from GSCB Safeguarding Manager: **01452 583638**

Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils. Physical contact is a particular issue where thought is required. With younger children touching is inevitable and provides reassurance. With older children, perfectly innocent actions can be misconstrued. In emergencies, physical restraint to prevent harm to the pupil or to others can be required.

Reporting concerns to Parents

As a general principle, it is important to be open and honest when dealing with parents. Parents have primary responsibility for the care of their children and in most circumstances parents should be informed as soon as possible about concerns regarding their children. However, in some cases of alleged or suspected child abuse it may not be appropriate for parents to be informed immediately, because it may prejudice the investigation. In such cases concerns should be reported to the Head teacher who will in turn contact the local Social Services Department.

Guidance when listening and talking to parents

Parents react in many different ways when they hear their child is suspected of being abused. They can feel angry, threatened, indignant, depressed, ashamed or guilty, and it is understandable that people have strong feelings in such circumstances. When talking to parents who may be highly emotional, it is helpful to:

- Meet parents with the Head teacher.
- Be open and honest with parents and tell them the reasons for your concern.
- Be very specific regarding the information you may wish to share.
- Explain to parents that it is your duty as a teacher to report cases of suspected abuse. It may be helpful to outline to them the procedures, so professional guidelines are adhered to at all times.
- Make a written record of the meeting, what was said and who was present (date/time etc.)

Staff agreed Code of Conduct

Gifts received

In the context of fostering understanding and promoting the relationship between adults and children gifts are deemed acceptable (e.g. Christmas cards etc.). Any concerns/issues as to the appropriateness of receiving/offering a token should be addressed to the Head teacher for guidance.

Arrangements for PE changing – boys/girls

The staff need to be sensitive to the requirements of all the children when changing for PE. In certain cases alternative arrangements should be sought. For example, separate facilities for older children with clear procedures for supervision.

Access to toilet facilities

In the event of an emergency it may be necessary for access to be gained by an adult without prior notice. Routine supervision will involve notifying the occupants of access.

E-Safety

All staff are aware of school guidance for the use of mobile technology and the safeguarding issues associated with their use (See 'Safer Working Practices' policy)

Individual teachers / individual pupils in classroom situation

Professional behaviour appropriate to the supervision of individual children should be noted by those involved. Implicit in this would be the avoidance of placing either the member of staff or the child in a compromising situation. Where practical senior staff should be notified.

Physical contact with pupils

(For further guidance please refer to the agreed policy on 'Physical Contact and the use of force')
It is acknowledged that physical contact between adults and children is inevitable and provides reassurance. All adults working with children need to be mindful that perfectly innocent actions can at times be misconstrued. If the adult determines that this has been the case then all concerns need to be reported to the Head teacher immediately. A professional code of conduct is required at all times with respect to the adult and the child.

Relationships are valued

We value the relationships between child/adult and the protection and welfare of the child is the paramount consideration in all our actions

Appropriate personnel to be informed regarding first aid etc.

Our first aid code of practice is included in our Health and Safety Policy of which all supervising and qualified adults have been notified and clearly understand.

Smoking and alcohol on premises

As part of our PHSCE Policy we encourage the children to understand the health risks involved in smoking both directly and passively. We support and enforce the Gloucestershire County Council Policy on premises being no smoking zones. The dangers of excess alcohol consumption also forms part of the policy.

The messages we give as adults are important and a professional stance is adopted. Guidance as to the misuse of harmful substances are found in our Drug Awareness policy.

Children's attendance

Procedures for the registration of children should be followed to enable attendance to be monitored by the Head teacher and appropriate external agencies. In order to fulfil the requirements of our Child Protection policy staff are to report any concerns/issues regarding attendance to the Head teacher.

Supervision on school site (before and end of the day procedures)

The school site is open to children from 8.35am and is manned by a senior member of staff, (please note parents assume responsibility for their child/ren prior to this time). All children are expected to be in the school playground by 8.45am at which point the Year 1 and 2 children will line up in their classes and the class teachers will collect their classes from the playground. All other year groups will enter their classrooms.

In *Reception* and Year 2 the class teacher will bring the children to the main gate outside Mrs Martin's office. Only upon sight of the child's parent / carer, will the child be released.

Years 1 and 3 will be brought to the main gate at the end of the school day by their class teachers / member of staff responsible for them. Again, only upon sight of the child's parent / carer, will the child be released. The children are released with the knowledge that if there is no known adult waiting to collect them, they are to return into school, either to the class teacher or the main school office, where there will be members of staff available to support them. At this point the school will make every attempt to contact the legal guardian/s of the children in order to facilitate safe collection for example phoning emergency contacts. During that time the children will be under the supervision of school staff.

By the time the children move to *Years 4, 5 & 6* the school encourages the children to be more independent in terms of arrival and collection from school. This arrangement is also in place to support our working parents/carers and those who wish their children to walk home unaccompanied.

A number of the children from *Years 4, 5 & 6* elect to walk home with their friends. In this instance parents/carers must give their written permission for this to take place. Equally, those parents/carers of pupils in *Years 4, 5 & 6* who wish their child to cycle / scoot to and from school independently must also indicate this on the attached form, with the understanding that they assume responsibility for their children in this situation.

Supervision on school site (during the school day)

Wherever possible, it is the school's intention to maximise the use of all outdoor space at much as possible. Staff on duty will undertake a risk of the site taking account of weather conditions & activity being undertaken. For example, at playtime/ lunchtime is the trim trail safe to climb on / too slippery? In such instances, the main site playgrounds and new playground will be used. When the whole school is using the garden, one member of staff will be located in the woodland, one in the grassed area and one near the small gate on the new playground. The last member of staff leaving the garden, on returning to the main site, will ensure/ is responsible for ensuring that the gate is closed behind them.

During lesson times, the gate will remain closed. When the garden is in use the class teacher will ensure that the main site gate is locked. In the case of a pupil requiring first aid / needing the toilet, the member of staff will send the child/ren to the main office, to seek further assistance.

Visitors to the school must report to the office, sign in and wear a visitor, volunteer or governor lanyard. Visitors without a DBS should be accompanied in school by a member of staff.

After School Clubs / Activities

Children in Years 1, 2 & 3 attending an after-school club will be taken to the main gate at the end of the activity and dismissed in the same way as at the end of the school day. Parents of children in Years 4, 5 & 6, who wish their child to walk home after a club, should fill in a permission form and return it to the school office. If a Year 4, 5 or 6 child is not collected, they are expected to safely return to the school and the same procedures for contacting parents will apply as at the end of the school day.

Supervision of Children off site

Procedures for Child protection are applied in the event of off-site activities. LA guidance regarding pupil/adult ratio is adhered to and where appropriate professional staff may challenge individuals in the interests of child protection without placing themselves at risk.

The Staff Agreed Code of Conduct is discussed with all staff and forms part of the induction training for all new staff and volunteers.

Monitoring and evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by using a range of strategies which may include:

- Governing Body visits to the school.
- Head teacher/Deputy Head teacher and DSL discussions with children/staff.
- Pupil surveys/questionnaires and individual conferencing.
- Scrutiny of Attendance data.
- Scrutiny of range of risk assessments.
- Scrutiny of Governing Body minutes of meetings.
- Logs of bullying/racist/behaviour incidents for Head teacher/Deputy.
- Head teacher/DSL/Governor Lead to monitor.
- Review of parental concerns and parent questionnaires.

Useful Contact Numbers

In the event of inaccuracies, see: www.gscb.org.uk

Useful Telephone Numbers

www.gscb.org.uk

Gloucestershire Safeguarding Children Board (GSCB)

GSCB Safeguarding Manager - 01452 58 3638

GSCB Administration (mail@gscb.org.uk) - 01452 58 3629

GSCB safeguarding children development officer (education) and

Local Authority Designated Officer (allegations management) –01452 42 6994

GSCB Administration (allegations management and training) - 01452 42 6320

GSCB Training Coordinator:- 01452 58 3621

GSCB Safeguarding Children Clerical Officer (training) - 01452 583622

Children and Young People's Directorate (CYPD)

Children & Families Helpdesk:

(To make a referral in office hours - Mon-Fri 08:00-17:00) 01452 42 6565

Emergency Duty Number:

This is an answering machine. Leave a message and your TELEPHONE NUMBER.

Someone will then call you back. This number is for use OUT OF NORMAL WORKING HOURS ONLY, and for situations that CANNOT WAIT until the next working day. 01452 61 4194

Safeguarding Children Service:

(To log child welfare concerns/for general advice) 01452 58 3636

Social Care Local Area Offices - Cheltenham: 01242 53 2500

Cirencester: 01285 88 1000

Forest of Dean: 01594 82 0500

Gloucester: 01452 42 6000

Stroud & Dursley: 01453 76 0500

North Cotswold: 01451 83 2272

Tewkesbury: 01684 27 5852

Community Adult Care Directorate (CACD)

Adult Helpdesk: 01452 42 6868

Adult Protection Unit: 01452 42 58792

For further information / guidance on the 'Prevent Duty'

- Let's talk about it – website
- Adam.large@gloucestershire.pnn.police.uk
- Matthew.morris@gloucestershire.pnn.police.uk

Police

Non Emergency Number: 101

To log a child welfare concern, contact the Police at any time on this number. Gloucestershire Constabulary answers the majority of calls at a county call centre. However, it will be your local officers who respond to reported incidents. The operators will offer an immediate service or connect you to the appropriate department to deal with your call. 0845 090 1234

Police Child Protection Unit: 01242 261112

Emergency Number: 999 or 112

Only be used in situations where:

- Life is threatened
- Someone is injured
- You suspect a crime is being committed
- You see something suspicious

Probation

Head Office: 01452 42 6250

Education

Education Welfare Service: 01452 55 0505

Health

Cheltenham General Hospital/Gloucestershire Royal Hospital: 08454 22 2222

Gloucestershire Partnership NHS Foundation Trust: 01452 89 1000

Designated Nurse Safeguarding Children –08454 221607

Designated Doctor Safeguarding Children –01452 89 1167

Gloucestershire PCT:

Named Nurse –01452 89 1482

Named Doctor –01452 89 1110

Gloucestershire Partnership NHS Trust:

Named Nurse –01452 38 4961

Named Doctor –01242 27 5015

CAHMS - Child & Adult Mental Health Services:

Gloucester & Forest: 08454 22 6010

Stroud: 01453 56 2284

CLDT - Gloucester Community Learning Disabilities Team –

Cheltenham: 01242 27 2141

Forest: 01594 82 7771

Gloucester: 08454 22 6011

Tewkesbury: 08454 22 3989

Gloucestershire Hospitals NHS Foundation Trust:

Named Nurse/Midwife –08454 2300 / 08454 2380

Named Doctor –01242 51 6235

Gloucestershire Black Mental Health Team: 01452 38 7744

Charities and Independent Organisations:

NSPCC National Child Protection Helpline: 0808 800 5000

NSPCC Gloucester: 01452 300 616

Childline: 0800 11 11

Samaritans – 24 hour National Helpline: 08457 90 9090

- Cheltenham: 01242 515 777

- Gloucester: 01452 30 633316

The Gloucestershire Rape Crisis Centre: 01452 52 6770

Gloucestershire Counselling Service: 01452 76 6310

Share Young People's Counselling Service: 01452 500 300

GUIDE

(Info for health, social care and disabilities services)

Freephone from Gloucestershire landline: 08000 151 548

Or from outside of Gloucestershire : 0845 658 3888

Gloucestershire Young Carers: 01452 30 9399

CAFCASS - Children and Family Court Advisory Support Service

- National Office: 0207 7510 7000

- Gloucestershire: 01452 311 888

Gloucestershire Central Allocation & Referral Point (CARP)

(Domestic Abuse)

0845 602 9035

GCVYS – Gloucestershire Council for Voluntary Youth Services: 01452 42 5420

Children's Information Service: 0800 542 0202

Other Useful Numbers:

Sensory Services:

(For people with visual/hearing impairment) 01452 42 6565

Sensory Services Minicom: 01452 42 6006

Legal and Democratic Services Helpline: 01452 42 5203

All personnel have seen and understand the procedures as described in this policy.

All staff members, peripatetic tutors and instructors have signed the original document.

Appendix 1

Offer of Early Help

Chalford Hill Primary School universal support for all pupils and families

All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or signpost parents/other professionals in the right direction. Parents can either talk directly with the staff or telephone the Head. General office number: **01453 883123**.

Chalford Hill Primary School PSHE/SMSC curriculum.

The PSHE/SMSC curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Other specific topics helping pupils stay safe covered within the PSHE curriculum include age appropriate content:

- Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems? What are the signs someone is struggling? What makes you feel good; how to look after your own emotional well-being; personal strength and self-esteem; being happy!
- Relationships: How to make and maintain friendships; family relationships different types of families.
- Healthy Living: Taking responsibility for managing your own health; importance of sleep; the main components of healthy living (diet, exercise and well-being); focus on breakfast etc.
- Managing health and well being when you are unwell: making sure you take your medicine when you should, have the right perspective, doing what you can do within the limitations of your health condition.
- Drugs: Alcohol, medicines, smoking and illegal drugs.
- Keeping safe: E-safety (facebook and internet); personal safety (out and about); how to respond to an emergency.
- Gender, identity and tolerance: gender identity – there isn't such a thing as typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions; preventing bullying of pupils from different types of families, avoiding anti-gay derogatory language etc.
- Sex education; children in Y5 have formal sex education – discussing puberty, changes, personal hygiene. (Gloucestershire Health Living and Learning team (GHLL) resource).

- Learning through Sport programme (developing key skills such as decisions making, trust, communications etc.)
- E-safety learning
- Exploring medicine/drugs, emotional/physical health with the visiting Life Education Bus.
- Exploring health relationship with the NSPCC through assemblies for Upper KS2 pupils.
- Undertake the GHLL online Pupil survey with Upper KS2 pupils – developed by Foster and Brown Research Partnership – to find out what children and young people really think about a range of health issues. GHLL data analyst leader. Contact Number: **01452 427208**
www.fabresearchonline.co.uk.
- Undertake and respond to in-school pupil conferencing, surveys.
- Exploration of key values (resilience, cooperation, friendship etc.) in assemblies.

Universal source of help for all families in Gloucestershire: Gloucestershire Family Information Service (FIS)

Gloucestershire Family Information Service (FIS) advisers give impartial information on childcare, finances, parenting and education. FIS are a useful source on information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families.

They can help link parents up with other organisations that might be able to help or provide the information themselves e.g.: parents could ask them about holiday clubs for children across Gloucestershire.

Contact the FIS by e-mailing familyinfo@gloucestershire.gov.uk or telephoning **0800 542 0202 or 01452 427362**. FIS also have a website which has a wealth of information to support many issues such as childcare and support for children with disabilities. www.glosfamilies.org

GSCB (Gloucestershire Safeguarding Children’s Board website)

Important information for parents and professional across Gloucestershire in relation to keeping children safe and avenues of support including early help options.

www.gscb.uk

Bereavement

Support for bereaved children and young people and their families. Winston’s Wish. www.winstonswish.org.uk

Home-school Support

All of our Early Help is offered in partnership with parents/carers.

E-safety

E-safety is a key part of the ongoing (PSHE/SMSC) curriculum.

PACE UK (parents against child exploitation) is a useful website to engage parents with e-safety issues. www.paceuk.info

The school is signed up to SWGfL BOOST. www.boost.swgfl.org.uk

Bullying (including Cyber bullying)/Child Death/Suicide Prevention

All Gloucestershire schools are committed to tackling bullying. We want to know immediately if there are any issues bullying at school so that it can be addressed.

We have a series of teaching resources produced by the Gloucestershire Health Living and Learning Team to support this. The team provide alerts and resources in relation to supporting young people being bullied. Education about bullying is an integral part of the GHES well-being programme. www.ghll.org.uk.

In serious cases of bullying, parents should contact the police; particularly if there are threats involved. In an emergency call 999. Other sources of help and advice are the Gloucestershire Safeguarding Children's Board www.gscb.org and www.bullying.co.uk.

Children or young people with multiple needs (vulnerable or multiple needs (complex requiring multi-agency input or assessment

Within Gloucestershire Targeted Support Teams provide multi-agency support for children and families. A phone call to discuss a possible referral is helpful before making written referral.

School actively refers to when appropriate:

Targeted support Teams (TST): Gloucester **01452 328076**, Stroud **01453 328130**, Tewkesbury **01452 328250**, Cotswold **01452 328101**, Forest of Dean **01452 328048** and Cheltenham **01452 328160**.

These teams are made up of the following professionals: CAF Co-ordinators; Community Lead Professional – disabled children and young people; Inclusion Co-ordinator; Community Social Worker; Family Support Workers.

They all work together from one base so they can recognise and respond to local needs and act as a focal point for co-ordinating support for vulnerable children, young people and their families.

Support provided includes: support for school and community based lead professionals working with children and families through the CAF process; collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community; work in partnership to support children with special educational needs in school; advice and guidance from a social work perspective on a “discussion in principle basis”; support children with disabilities and their families to access activities and meet specific needs; advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.

Youth Support Team (YST):

The Youth Support Team provide a range of services for vulnerable young people aged between 11 and 19 (and up to 25 for young people with special needs), including:

- Young offending
- Looked after children
- Care leaver’s support services (for those aged 16+)
- Early intervention and prevention service for 11-19 year olds
- Support for young people with learning difficulties and/or disabilities
- Positive activities for young people with disabilities
- Support with housing and homelessness
- Help and support to tackle substance misuse problems and other health issues
- Support into education, training and employment
- Support for teenage parents.

For general enquiries: **01452 426900** info.glos@prospects.co.uk

To make a referral: **01452 427923** fasttrackteam@prospects.co.uk

Drug Concerns

InfoBuzz provides individual targeted support around drugs and emotional health issues, development of personal and social skills, and information and support around substance misuse. www.infobuzz.co.uk

Drugs education is covered in the school curriculum. The Life Education Bus visits as a preventative measure as part of this PSHE/SMSC curriculum.

Mental Health Concerns

*Please note that in Gloucestershire CYPS (children and young people's services replaced CAMHS (child and adolescent mental health services).

PSHE / SMSC curriculum – emotional well-being, stress management is taught.

Referral to school nurses may be appropriate.

Referral to CYPS (Gloucestershire's mental health services) via your own GP.

For children / young people / adults with existing mental health difficulties, concerns should be discussed with the existing medical professionals (Consultant psychiatrists).

In an emergency call 999 or 111.

CYPS* Practitioner advice line (for professionals to call): **01452 894272**.

Child Sexual Exploitation (CSE)

CSE screening tool (can be located on the GSCB website). <http://www.gscb.org.uk/article/119341>

This should be completed if CSE suspected.

Clear information about warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at www.gscb.org. Referrals should be made to Gloucestershire social care and the Gloucestershire Police.

Gloucestershire Police CSE Team:

The CSE team sits within the Public Protection Bureau

Single agency Team (Police): **01242 276846**

All referrals to go to the Central Referral Unit: **01242 247999**

Further information: National working Group (Network tackling Child Sexual Exploitation)

Domestic Violence

The GSCB (Gloucestershire Safeguarding Children's Board) have published a Domestic Abuse pathway for educational setting which is on the GSCB website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship then the usual procedures should be followed and a referral made to the children's helpdesk: **01452 426565**. The response will vary according to the age of the young person so that the appropriate agencies are involved.

Cont ...

Gloucestershire Domestic abuse Support Service (GDASS). www.gdass.org.uk

MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.

Female Genital Mutilation (FGM)

For NHS information and signs of FGM: www.nhs.uk/conditions/female-genital-mutilation

Any suspicion of FGM should be referred to the Police and social care.

E-learning package for interested staff or professionals. www.fgmelearning.go.uk

Faith Abuse

For a copy of DfE document “national action plan to tackle child abuse linked to faith or belief”. www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

Judith Knight: Diocese of Gloucester Head of Safeguarding / faith abuse. jknight@glosdioc.org.uk For other faith groups contact Jane Bee (GCC LADO).

Fabricated and Induced Illness (FII)

www.nhs.uk/conditions/fabricated-or-induced-illness for information on behaviours and motivation behind FII. Any professional suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy.

Forced Marriage (for information)

SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire: 020 7008 0151 (Gloucestershire Constabulary, Public Protection Bureau).

UK Forced Marriage Unit. fm@gco.gov.uk

Call 999 (police) in an emergency.

www.gov.uk/stop-forced-marriage for information on Forced Marriage.

Visit Home Office website to undertake Forced Marriage e-learning package. www.gov.uk/forcedmarriage
GSCB one day Awareness training delivered by Infobuzz. www.gscb.org.uk

Please see “Multi-Agency Practice Guidelines – Handling cases of Forces Marriage” for more information and detail. www.gov.uk/forcedmarriage
All practitioners must be aware of this, that is they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered that one change might be wasted.
Prevention Freedom Charity – Aneeta Prem “But it’s not fair” book. A book for teenagers looking at forced marriage form the point of view of school friends of the girl who went to India and didn’t come back. This book promotes discussion.

Gangs and Youth Violence

Contact the Avenger Task Force / Inspector Neil Smith (Gloucestershire Police. Telephone: 101). A task force set up to identify potential gang members as vulnerable individuals and potential victims and aims to help them.
Prevention: well-being curriculum – self-esteem and identity, law and order and considering impact of violence on communities.

Gender-based Violence /violence against women and girls (WAWG)

Home Office policy document “Ending violence 21 violence /violence against women and girls (WAWG) in the UK” June 2014. www.gov.uk
FGM (Female Genital Mutilation) is violence against women and girls. Hope House SARC (Sexual Assault Referral Centre): **01452 754390**.
Gloucestershire Rape and Sexual Abuse Centre: **01452 526770**.

Honour-based Violence (HBV)

The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime.
Honour Network helpline: **0800 5999 247**.

Mental Health

CYPS (Gloucestershire’s mental health services) Consultant psychiatrists.
PSHE / SMSC curriculum – emotional well-being, stress management.

Private Fostering

www.gloucestershire.gov.uk/privatefostering.

Gloucestershire county Council website information on private fostering. Refer to Gloucestershire Children and Families Helpdesk: **01452 426565**. A private fostering arrangement is essentially one that is made without the involvement of local authority. Private fostering is defined in the Children act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as step-parents, siblings, brothers or sisters of parents or grandparents).

Radicalisation

Gloucestershire Constabulary: 101
Anti-Terrorist hotline: **0800 789 321**

Prevention: We teach traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of "Britishness".

Sexting

www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting

Gloucestershire Police have a small sexual exploitation team.

Prevention: "So you got naked online". (Sexting information leaflet produced for pupils by south west grid for learning).

Included in the Well-being PiNK curriculum (PSHE/SMSC).

Sexting is illegal but the police have stated that young people should be treated as victims in the first place and not usually face prosecution. The police's priority is those who profit from sexual images of young people... not victims.

Trafficking

Serious crime, which must be reported to the Local Authority Designated Officer (LADO) and the Gloucestershire Police.

Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn't have to include people, children or young people being moved great distances.

Children Who Run Away

PC Christina Pfister (Gloucestershire Police Missing Persons Co-ordinator). Telephone: 101.

GSCB Missing Children Protocol. www.gscb.org.uk

Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care.

The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across Gloucestershire. The project provides support, advice and information to young people up to 18 years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions to Running Away.

Freephone number for young people who have run away and have no money: **0800 389 4992**.

All other callers are asked to use the ordinary number. **01452 541599**.

Children Missing Education (CME)

Anyone concerned that a child is missing education (CME) can make a referral to the Education Entitlement and Inclusion Team (EII) at Gloucestershire County Council: **01452 426960 / 427360**.

Children Missing Education (CME) refers to “any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least four weeks”. CME also includes those children who are missing (family whereabouts unknown) and are usually children who are registered on a school roll/ alternative provision. This might be a child who is not at their last known address and either: has not taken up an allocated school place as expected, or has 10 or more days of continuous absence from school without explanation, or left school suddenly and the destination is unknown.

It is the responsibility of the Education Entitlement and Inclusion team, on behalf of the Local Authority (LA), to: collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision School (APS). The EEI Team will also liaise with partner agencies and other LA's and schools across Britain to track pupils who may be missing education and ensure each child missing education is offered full time education within two weeks of the date the LA was informed.

Other sources of help and information in Gloucestershire:

Gloucestershire MAPPAs (Multi-Agency Public Protection Arrangements) are a set of arrangements to manage the risk posed by the most serious sexual and violent offenders (MAPPAs-eligible offenders) under the provision of sections 325 to 327B of the Criminal Justice Act 2003. They should be contacted without delay if there is any concern reported about a serious sexual or violent offender. (Contact Chair of MAPPAs, detective Chief Superintendent, Gloucestershire Constabulary. Telephone: 101).

Appendix 2

| CHILD PROTECTION CONCERN RECORD SHEET | | | |
|---|--|---|--|
| Name of person reporting concern: | | Name of child / young person involved: | |
| Position: | | Date CP record sheet given to DCPO: | |
| Date: | | Name of Designated Child Protection Officer: (please print) | |
| Signature: | | Signature of Designated Officer to confirm receipt & date: | |
| Summary of concern: <i>(please remember to indicate clearly whether what is being written is fact, observation, allegation or opinion)</i> | | | |
| | | | |
| Action taken: | | | |
| Have you spoken to parents/carers? | If yes, please provide details of what was said: | | |
| Have you spoken to the child? | If yes, please provide details of what was said: | | |
| Have you spoken to the person the allegations are being made against? <i>(If no, please do not approach them).</i> | If yes, please provide details of what was said: | | |
| Please provide details for further action taken to date: | | | |
| | | | |
| Have statutory authorities been informed? (please circle) | | Please provide the name of the person and his/her contact details: | |
| Children's social care: | Yes | No | |
| Police: | Yes | No | |
| LADO: | Yes | No | |

Appendix 3: Multi-Agency Service Request Form

Complete the form and send it, securely, to either, Childrenhelpdesk-gcsx@gloucestershire.gcsx.gov.uk or Children & Families Helpdesk, Block 4, 5th Floor, Shire Hall, GL1 2TP or Fax: 01452 427 359

If referring to Children's Social Care, please complete this form. If you need advice or guidance in relation to your concern then please contact the appropriate Referral & Assessment Team. Only contact the Children and Families Helpdesk where URGENT prior to completing the form

1. Child/Young Person's Details

| | | |
|------|---------------------|----------------|
| Name | Date of Birth (DoB) | School/Nursery |
| | | |

| | | | |
|-----------|----------|----------------------|----------|
| Ethnicity | Language | Interpreter Required | Religion |
| | | Yes / No | |

| | |
|--------------------------|--|
| Disability/Special Needs | |
|--------------------------|--|

2. Child/Young Person's Current Address

| | | | |
|----------|--|----------|--|
| Address | | | |
| Postcode | | Tel. No. | |

3. Family/Household Composition (Parents/Carers/Siblings/Others)

| Name | DoB | Relationship to child | Ethnicity | Language | Household Member | Parental Responsibility |
|------|-----|-----------------------|-----------|----------|------------------|-------------------------|
| | | | | | Yes / No | Yes / No / Don't Know |
| | | | | | Yes / No | Yes / No / Don't Know |
| | | | | | Yes / No | Yes / No / Don't Know |
| | | | | | Yes / No | Yes / No / Don't Know |
| | | | | | Yes / No | Yes / No / Don't Know |

4. Awareness and Consent (Read section 4 of the guidance before completing this section)

| | |
|--|-----------------------|
| Parent/Carer is aware of the request | Yes / No / Don't Know |
| Young Person is aware of the request | Yes / No / Don't Know |
| Parent/Carer has given consent for request | Yes / No / Don't Know |
| Young Person has given consent for request | Yes / No / Don't Know |
| If 'No' to any of the statements above, please state your reasons (i.e. your decision made to override the need for consent) | |

Once completed a copy of this form must be returned to the requester within 48 hours. Please ensure this form is sent securely.

Revised Dec 2015

5. Other Agencies/Professionals and GP involved with the child/family

| Name | Agency | Role | Contact Details |
|------|--------|------|-----------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

6. Your Agency/Professional involvement with the child/family

Enter details below including length of involvement & previous requests/referrals made to other relevant agencies.

| | | | |
|--|----------|--------------------------|----------------------------|
| Details | | | |
| Is a Common Assessment Framework (CAF) in place? | Yes / No | Date | Open / closed / Don't Know |
| | | Status | |
| | | Lead Professional/Agency | |

7. Reason for Request

You must state the nature of the concern or perceived risk in as much detail as possible regarding:

| | |
|--|--|
| The Child/Children's needs | |
| The Parents/Carers & their parenting capacity | |
| The wider family & environment | |
| Describe the response requested of Children's Services and any action you intend to take | |

8. Requestor Details (where can you be contacted over the next 24 hours)

| | | | |
|-------------------|--|----------------|--|
| Name of Requestor | | Agency/Role | |
| Email Address | | Telephone | |
| Postal Address | | Date Submitted | |

9. To be Completed by Children's Social Care Team

| | | | | | | |
|---|------------------|----|------------|-----------------------------------|-------|-------------------|
| Outcome of request (Circle as appropriate) | Request Accepted | | Assessment | Provision of information & advice | Other | No Further Action |
| | YES | NO | | | | |

| | | |
|------------------|-----------|------|
| Decision Made By | Team Name | Date |
| | | |

Once completed a copy of this form must be returned to the requester within 48 hours. Please ensure this form is sent securely.

Revised Dec 2015

Appendix 4

PREVENT – Children and Family Response
Concern identified: Notice, Check and Share

