

# Ashleworth C of E Primary School



## Child Protection & Safeguarding Policy

Approved by:	Full Governing Body
Date:	2 December 2019
Next review due by:	December 2020

# Child Protection and Safeguarding Policy

November 2019

Reviewed annually

To read in conjunction with our:

**E safety policy & Acceptable Users Guide**

**Prevent Duty Guidance**

**Anti- bullying policy**

**Behaviour policy**

**DFE Keeping Children safe guidance Sept 2019**

## Ashleworth C of E Primary School Child Protection and Safeguarding Policy 2019

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### School details

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<b>Governors' Committee Responsible:</b>	Full Governing Body
<b>Governor Lead:</b>	James Joyce
<b>Designated Safeguarding Lead:</b>	Michelle Kelly – Headteacher
<b>Deputy Safeguarding Leads:</b>	Elaine Huggins
<b>Prevent Single Point of Contact:</b>	Michelle Kelly – Headteacher
<b>Status &amp; Review Cycle:</b>	Statutory Annual
<b>Ratified by Full Governing Body:</b>	December 2019
<b>Next Review Date:</b>	December 2020

## Ashleworth C of E Primary School Safeguarding Statement

Ashleworth C of E Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This means that we have a Safeguarding and Child Protection Policy and clear procedures in place which we refer to in our prospectus. Parents and carers are welcome to read the Policy on request; a copy of the policy can be found on this website

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

**Designated Safeguarding Lead** – Mrs Michelle Kelly

**Deputy Safeguarding Lead** - Mrs Elaine Huggins

**Governor responsible for Safeguarding** - Mr James Joyce

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## 1.0 Introduction and Aims of the Policy

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- 1.1 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' 2015, 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' March 2015 and Mandatory reporting of female genital mutilation (FGM)- Home Office, 2015. The guidance reflects, 'Keeping Children Safe in Education' Sept. 2018.
- 1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the spiritual, social, physical and moral development of the individual child, within an environment that is grounded in moral values, which promote the need for utmost care and protection of children and vulnerable people.
- 1.5 The aims of this policy are:
- To support the child's development in ways that will foster security, confidence and independence.
  - To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
  - 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 (See Appendices 1 and 2)
  - To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
  - To emphasise the need for good levels of communication between all members of staff.
  - To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
  - To develop and promote effective working relationships with other agencies, especially the Police, Social Care and the Early Help Team.
  - To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a Single Central Record (SCR) is kept for audit. (See Appendix 7)

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## 2. Safe School, Safe Staff

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- 2.1 We will ensure that:
- all members of the governing body understand and fulfil their responsibilities, namely to ensure that:
  - there is a Child Protection policy together with a staff and governors code of conduct policy
  - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
  - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
    - a senior leader has Designated Safeguarding Lead (DSL) responsibility on appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
  - all other staff have staff have safeguarding training updated as appropriate
  - any weaknesses in Child Protection are remedied immediately
  - a member of the Governing Body, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
  - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
  - the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) PINK safeguarding curriculum, through relationship and sex education (RSE) and as part of e-safety curriculum
- 2.2 The Lead DSL, Mrs Michelle Kelly, is Headteacher. The Deputy Designated Safeguarding Leads is Mrs Elaine Huggins. These Officers have undertaken the relevant training. Additional Officers will undertake 'DSL new to role' training followed by biannual updates as the school requires these new officers
- 2.3 The DSLs who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years
- 2.4 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding policy so that they know who to discuss a concern with.
- 2.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- 2.6 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.7 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.
- 2.8 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our newsletters.

- 2.9 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.10 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO<sup>1</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>2</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.11 Our procedures will be regularly reviewed and up-dated.
- 2.12 The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.13 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- 2.14 The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school newsletter and website

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### 3 Responsibilities

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#### 3.1 The designated DSLs are responsible for:

- 3.1.1 Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)<sup>3</sup>
- 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college
- 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- 3.1.5 Liaising with other agencies and professionals.
- 3.1.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 3.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 3.1.8 Organising child protection induction, and update training every 3 years, for all school staff.

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<sup>1</sup> LADO Local Authority Designated Officer for allegations against staff. (01452 426994)

<sup>2</sup> Contact the LADO for guidance in any case

<sup>3</sup> Check with GLOS LA for local alternatives

- 3.1.9 Providing, as part of the Head's Report for the governing body, details of any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children with a child protection plan (anonymised) as the need arises.
- 3.1.10
- 3.1.11 See Appendix Eight for guidance and refer to the handbook for DSL in educational settings.  
[www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook)

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## 4 Procedure for managing concerns

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- 4.1 All concerns must be reported shared with the DSL/Deputy as soon as possible. If further action needs to be taken it will then be the responsibility of the DSL to deal with this.
- 4.2 It is vital that detailed, factual notes are taken to document any concerns. Ensure that you use the child's own words. Even if action is not taken immediately, this will ensure that a picture can be built over time especially in cases of neglect or emotional abuse.
- 4.3 Cause for concern forms can be found on the safeguarding board in the office and yellow forms are also available in the staffroom. Please sign and date any written records and ensure they are given straight to the DSL/Deputy.
- 4.4 For further guidance please see Appendix Five and  
<http://gloucestershirechildcare.proceduresonline.com/>

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## 5 Supporting Children

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- 5.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- 5.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 5.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 5.4 Our school will support all children by:
- 5.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - 5.4.2 Promoting a caring, safe and positive environment within the school.
  - 5.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 5.4.4 Notifying Social Care as soon as there is a significant concern.
  - 5.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

See Appendix One for guidance about recognising signs of abuse.

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## 6 Confidentiality

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- 6.1 We recognise that all matters relating to child protection are confidential.
- 6.2 The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.<sup>4</sup>
- 6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 6.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with *Forest Referral and Assessment Team*.

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## 7 Supporting Staff

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- 7.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

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## 8 Allegations against staff

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- 8.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 8.2 All Staff should be aware of Gloucestershire Guidance on Behaviour Issues, and the school's own Behaviour policy.
- 8.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction<sup>5</sup>
- 8.4 We understand that a pupil may make an allegation against a member of staff.
- 8.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher<sup>6</sup>.

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<sup>4</sup> Guidance about sharing information, can be found in the DfE booklet 'Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers. (March 2015)

<sup>5</sup> Refer to "Guidance for Safer Working Practice for those working with children and young people in education settings" Oct 2015

<sup>6</sup> or Chair of Governors in the event of an allegation against the Headteacher

- 8.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- 8.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.
- 8.8 The school will follow the Gloucestershire procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 8.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- 8.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 8.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

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## 9 Whistle-blowing

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- 9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 9.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, 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.
- 9.3 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.
- 9.4 See Appendix Six

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## 10 Physical Intervention

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- 10.1 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.
- 10.2 Such events should be recorded and signed by a witness.
- 10.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Handling technique.
- 10.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

- 10.5 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.<sup>7</sup>
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## 11 Anti-Bullying

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Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

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## 12 Racist Incidents

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Our school acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

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## 12 Prevention

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- 13.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 13.2 The school community will therefore:
- 13.2.1 Write, publish and maintain a statement of an offer of early help, in order to provide early intervention should a matter of safeguarding or child protection be raised by a member of the school or wider school community (See Appendix 3)
  - 13.2.2 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - 13.2.3 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
  - 13.2.4 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
  - 13.2.5 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
  - 13.2.6 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. These are outlined in our Acceptable Users guide, a copy of which is signed by all staff.

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<sup>7</sup> 'Guidance for Safer Working Practice for those working with children and young people in education settings" Oct 2015

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## 14 Health & Safety

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Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

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## 14 Protocol for Uncollected children

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See Appendix Nine

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## 15 Monitoring and Evaluation

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Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- Head Teacher 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for Head Teacher and GB to monitor
- Review of parental concerns and parent questionnaires

**This policy also links to other policies :**

Behaviour

Safer Working Practices

Confidentiality

Anti-bullying,

Health & Safety

Attendance,

Teaching and Learning

Relationships and Sex Education

e-Safety, including acceptable usage

Intimate Care

Staff and Governors Code of Conduct

# Appendix one

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## Recognising signs of child abuse

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### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

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## Signs of Abuse in Children:

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The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.
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## Risk Indicators

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The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Fabricates the symptoms of, or deliberately induces illness in a child
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

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## Recognising Physical Abuse

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The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

## Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

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## Recognising Emotional Abuse

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Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

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## Recognising Signs of Sexual Abuse

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Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

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## Assessment

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In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

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## Recognising Neglect

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We use the GSCB Neglect toolkit to help monitor neglect and use the indicators to support decision making. There are three overarching types of neglect that may be experienced by children and young people (Jones, R, 2016), Passive, Chaotic and Active; these types are described at the back of the toolkit. Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

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## Child Sexual Exploitation

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This is the government definition of CSE (February 2017)

'CSE is a form of sexual child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants and /or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child exploitation does not always involve physical contact; it can occur through the use of technology.'

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

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## Peer to peer abuse

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Staff recognise that children are capable of abusing their peers. The Governing Body ensures that procedures to minimise the risk of peer on peer abuse are implemented and sets out how allegations of peer on peer abuse will be investigated and dealt with. Peer on peer abuse can take different forms: this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. The school makes it clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

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## Domestic abuse

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Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and/or emotional.

DSL has received training on ways in which to support those involved through agencies such as Gloucestershire Domestic Abuse Service (GDASS).[www.gdass.org.uk](http://www.gdass.org.uk) [www.gov.uk/guidance/domestic-violence-and-abuse](http://www.gov.uk/guidance/domestic-violence-and-abuse)

Further information is available on Early help offer. – Appendix Three

# Appendix two

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## Forced Marriage (FM)

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This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

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## Female Genital Mutilation (FGM)

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It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

### 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

### Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

## Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK

## Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Staff receive training through the Home Office program in order to know how to respond appropriately to suspicions of FGM and how to act upon them.

## The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

# Appendix Three

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## Supporting children - Offer of Early Help

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Early Help is about identifying the right support for children, young people and families as soon as problems emerge. It is about identifying areas of support children need at all stages of their formative years: pre-birth, childhood and adolescence. The aim of Early Help is to prevent issues becoming serious and harmful to them, their families and communities. Some children at some points in their school years will need extra support in order to be healthy, safe and to achieve their full potential.

As a school we recognise the importance of identifying and providing Early Help to parents, carers and family members. We welcome anyone with concerns about their child to share these issues with us. Support from school staff may often be enough, but sometimes other partnership agencies will work alongside us, for example, the Advisory Teaching Service, Educational Psychologist, School Nursing Team, CYPS, Charities, Young Carers, Families First Plus and Social Care.

Our school operates an open-door policy where parents and carers are encouraged to approach the school at the earliest opportunity for support and advice.

All staff are available in a pastoral capacity should parents/carers have a concern. The class teacher can be approached directly or the help of the SENDCO or Head Teacher may be requested by **enquiring with any member** of staff or by telephone, email. The main school telephone number is 01452 700340 and the email is [admin@ashleworth.gloucs.sch.uk](mailto:admin@ashleworth.gloucs.sch.uk)

The SENDCO, Miss Alway may be emailed at the following email address:  
[malway@churcham.gloucs.sch.uk](mailto:malway@churcham.gloucs.sch.uk)

The Head Teacher, Mrs Michelle Kelly can be contacted via the admin address above.

Early Help is available from Families First link - <https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-for-children-young-people-and-families/>

They aim to signpost families to the right support.

# Appendix Four

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## Prevent Duty and Policy

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The school has due regard to the need to prevent people from being drawn into terrorism (“the Prevent Duty”), as part of or wider safeguarding duties. We promote fundamental British Values; challenging extremism within a safe place.

All staff including MDS have received training through the CHANNEL program in order to recognise the signs of radicalisation and how to act upon them.

### **Ashleworth C of E Primary School Safeguarding Policy “Prevent” and Protecting Pupils from Violent Extremism and radicalisation**

#### **Policy statement**

Our school recognises that it has a duty of care towards its pupils and that safeguarding against extreme radicalisation that may leave them vulnerable to violent extremism is one of those duties.

#### ***This policy aims to:***

Make it clear that:

- There is no place for extremists in the School including expression of extremist views, vocal or active, which are opposed to fundamental British values.
- Protect all pupils from harm and to ensure that they are taught in a way that is consistent with the law and the British values of tolerance, democracy and liberty.
- Address both Awareness of *Prevent* and the risks it is intended to.

#### **What is Prevent?**

The Government’s National Prevent strategy aim is to:

*Stop people from becoming terrorists or supporting terrorism.*

*This is supported by three specific objectives:*

*Respond to the ideological challenge of terrorism and the threat we face from those who promote it.*

*Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support (individuals).*

*Work with a wide range of sectors and institutions (including education, faith, health and criminal) where there are risks of radicalisation.*

#### **Procedures**

#### ***Our school will:***

- Raise awareness of The Prevent Duty amongst staff and governors

- Strict internet access and use to promote safeguarding and British Values and avoid extremism
- Promote the moral values of tolerance and respect and the British values
- Monitor children's views, values and tolerance
- Apply its safer recruitment procedures outlined in the safer recruitment policy.
- Ensure that staff do not use teaching materials which may encourage intolerance.
- Ensure children are not actively encouraged by teachers or visitors to the school to support extremist views of any form.
- Provide staff training, including newly appointed staff when undergoing induction on the practice of this policy within our school.
- Regularly monitor staff conduct and where necessary, i.e. in extreme cases where it is felt that the staff is a cause for concern, the School will contact the relevant authorities (central Prevent Team, local Police enforcement).

#### **What to do if you have a concern**

- As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.
- You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

The school community will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know where there is an adult in the school whom they can approach if they are worried or in difficult

# Appendix Five

## Reporting Concerns

If you are worried or concerned about anyone under 18 who you think is being abused or neglected, or that a child and their family need help and support, please contact the Gloucestershire Children and Families Front Door which is open from 9am to 5pm:

Telephone: 01452 426565

Email: [childrenshelpdesk@gloucestershire.gov.uk](mailto:childrenshelpdesk@gloucestershire.gov.uk)

Outside of office hours, you should contact the Emergency Duty Team (EDT)

Telephone: 01452 61 4194 or, if you have concerns about the immediate safety of the child or you believe a serious criminal offence has been committed please contact the Police at any time on 101.

The [Multi-Agency Service Request Form \(MARF\)](#) should be used to share information with your local office. Professionals will need to make referrals to the Front Door for Children's services by completing a MARF on the new Liquid Logic portal.

If you are unsure the [Gloucestershire Safeguarding Children Board Procedures Manual](#) will be able to help guide you or the [Gloucestershire Levels of Intervention Guidance](#) which tells you which types of services a family may need to get support.

Alternatively you can call ChildLine for advice on 0800 1111 or email them by visiting [www.childline.org.uk](http://www.childline.org.uk).

## RELEVANT DOCUMENTS

[What to do if you're worried a child is being abused: Advice for practitioners](#)

# Appendix Six

## Whistle Blowing Policy

### Ashleworth C of E Primary School – Whistle-Blowing Policy

#### 1. Introduction

This policy and procedure has been produced in consultation with staff and Governors. It conforms with DfE guidance and HR guidelines. For schools that subscribe to the Schools' HR advisory service an HR adviser is always available to provide guidance in relation to the implementation of this policy.

This policy and procedure applies to all employees (which throughout this policy and procedure includes workers) and governors. Other individuals performing functions in relation to the schools, who should have access to it.

It is important to Ashleworth C of E and Churcham Primary Schools that any fraud, misconduct or wrongdoing by employees or governors of the school is reported and properly dealt with. The governing bodies will, therefore, respond to all individuals who raise any genuine concerns that they may have about the conduct of others in the school, **which are in the public interest**. This policy and procedure sets out the way in which individuals may raise any concerns that they have and how those concerns will be dealt with.

- 1.1 the schools expects the highest standards of conduct from all employees and governors and will treat seriously any concern raised about illegal or improper conduct
- 1.2 any individual covered by this policy will be expected, through agreed procedures and without fear of recrimination, to bring to the attention of the Headteacher (or the chair of governors if the concerns relate to the Headteacher) any serious impropriety or breach of procedure.
- 1.3 employees who do not follow the steps identified in this procedure or other agreed internal procedures, and take their concerns to other outside sources (e.g. the press), may be subject to a formal disciplinary investigation
- 1.4 this policy does not form part of any employee's contract of employment and it may be amended at any time. The schools may also vary any time limits as appropriate in any case

#### 2. Background

The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

- a criminal offence

- a miscarriage of justice
- an act creating risk to health and safety
- an act causing damage to the environment
- a breach of any legal obligation
- a concealment of any of the above

is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed,- a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school's responsibility to ensure that an investigation takes place:

- 2.1 where the concerns are about **safeguarding children or young people**, the school's Designated Safeguarding Lead must be notified (see 7 below).
- 2.2 it is a procedure in which the Headteacher or chair of governors will be expected to act swiftly and constructively in the investigation of any concerns in accordance with the school's disciplinary procedure
- 2.3 concern about a colleague's professional capability should **not** be dealt with using this policy (but see section 7 below).

### 3. When should it be used?

This policy and procedure is for disclosures about matters other than a breach of an employee's own contract of employment. If an employee is concerned that their own contract has been, or is likely to be, breached he/she should use the school's grievance procedure.

**Where a disclosure is merely an expression of opinion** that fails to show that a legal obligation has been or is likely to be breached, it **cannot** amount to a protected or qualifying disclosure for the purposes of the whistleblowing legislation.

**Changes to the law** - A qualifying disclosure means any disclosure of information that in the reasonable belief of the worker is made in the public interest. This is why an employee will generally be precluded from being able to 'blow the whistle' about breaches of his or her own employment contract. The requirement that a whistleblower make a qualifying disclosure 'in good faith' has been removed. Therefore, while the employer can seek a declaration from the whistleblower that he or she is not knowingly making a false allegation, disciplinary action is likely to be appropriate only where there is clear evidence that the employee has misused this policy.

- 3.1 this policy and procedure is not designed to replace or be used as an alternative to the school's grievance procedure, which should be used where an employee is only aggrieved about their own situation. This policy and procedure will also not apply where the employee simply disagrees with the way the school is run
- 3.2 employees must have reasonable grounds for believing the information they have is accurate and not just idle gossip or rumour
- 3.3 an employee who makes such a protected disclosure has the right not to be subjected to detrimental treatment which includes, dismissal, disciplinary action, threats or other unfavourable treatment, because he/she has made a disclosure, provided it has not been made maliciously. Any employee who uses this policy and procedure will not be penalised

for doing so. The employer will not tolerate harassment and/or victimisation of any employee raising concerns

- 3.4 an employee who is not sure whether the conduct he/she is concerned about does constitute illegal or improper conduct or is unsure about how to proceed may contact the HR Department at Shire Hall - (details in section 8) or professional association/trade union
- 3.5 financial regulations require that any suspicion of fraud, corruption or other financial irregularity is reported for possible investigation. Normally an employee must first report any suspicion of such an irregularity to the Headteacher or chair of governors (but see section 5), who will in turn report it to the appropriate department at Shire Hall.

## 4 Principles

- 4.1 any matter raised under this policy and procedure will be investigated thoroughly, promptly and confidentially. Whilst the schools will aim to keep the employee informed of the progress of the investigation and likely timescales sometimes the requirement for confidentiality will prevent full information about the investigation and any consequential disciplinary action from being disclosed
- 4.2 no employee will be victimised for raising a matter under this policy. This means that the continued employment and opportunities for future promotion or training of the employee will not be prejudiced because he/she has raised a legitimate concern
- 4.3 victimisation of a worker for raising a qualified disclosure will be a disciplinary offence
- 4.4 if misconduct is discovered as a result of any investigation under this policy the matter will be considered under the school's disciplinary procedure, in addition to any appropriate external measures
- 4.5 maliciously making a false allegation is a disciplinary offence
- 4.6 an instruction to cover up wrongdoing is in itself a disciplinary offence. If told not to raise or pursue any concern, even by a person in authority, employees should not agree to remain silent

## 5. Procedure

- 5.1 in the first instance, unless the employee reasonably believes their Headteacher to be involved in the wrongdoing, any concerns should be raised with the Headteacher. If he/she believes the Headteacher to be involved, then the employee should proceed straight to stage three (see below 5.3)
- 5.2 the Headteacher/chair of governors will arrange an investigation into the matter (either by investigating the matter themselves or immediately passing the issue to someone in a senior position). The investigation may involve the employee and others involved giving written statements. Any investigation will be carried out in accordance with the principles set out above.

Employees who want to use the procedure but feel uneasy about it may wish to consult their professional association/trade union initially and bring a colleague professional association/trade union representative along to any discussions. This is permitted as long as the third party is not involved in the issue

Employees are not encouraged to make disclosures anonymously. Proper investigation may be more difficult or impossible if further information cannot be obtained from the employee. It is also more difficult to establish whether any allegations are credible.

- 5.3** The Headteacher (or the person who carried out the investigation) will then report to the chair of governors/governing body who will take the necessary action, including reporting the matter to any appropriate department or regulatory agency. If disciplinary action is required this will be taken forward by the Headteacher/chair of governors/governing body in consultation with the School's HR advisory team. On conclusion of any investigation, the employee will be told the outcome of the investigation and what the next steps will be (subject to issues of confidentiality). If no action is to be taken the reason for this will be explained

If the employee is concerned that their Headteacher is involved in the wrongdoing, has failed to make a proper investigation or has failed to report the outcome of the investigation, he/she should inform the HR Department at Shire Hall. The aim of this policy and procedure is to provide an internal mechanism for reporting, investigating and remedying any wrongdoing in the school. In most cases employees should not find it necessary to alert anyone externally and employees are strongly advised to seek advice before reporting a concern in this way. Employees who feel unable to follow this route, for whatever reason, have the option of contacting one of the following:

- HM Revenue and Customs
- The Financial Services Authority
- The Office of Fair Trading
- The Health and Safety Executive
- The Environment Agency
- The Director of Public Prosecutions
- The Serious Fraud Office
- The Education Funding Agency
- The Department for Education
- The National College for Teaching and Leadership

## **6. What should be done if an issue is raised with a member of staff?**

- 6.1** if a member of staff, other than the Headteacher, is approached by a colleague on a matter of concern as defined in this document, he/she is advised to take the matter to the Headteacher (but see 5).

## **7. Safeguarding children and young people**

- 7.1** separate to the obligations under this policy, all employees have a duty to report concerns about the safety and welfare of pupils/students

- 7.2** concerns about any of the following should be reported to the school's Designated Safeguarding Lead (DSL)

- physical abuse of a pupil
- sexual abuse of a pupil
- emotional abuse of a pupil
- neglect of a pupil
- an intimate or improper relationship between an adult and a pupil

**7.3** the reason for the concern may be the actions of a colleague (including a more senior colleague), a governor, another pupil or someone outside the school. Whatever the reason, concerns must be reported. Failure to report a Child Protection related allegation will be in itself, a disciplinary matter.

### **Generally**

The legislation protecting individuals who makes a protected disclosure applies not only to employees, but also to any person who undertakes to do or perform personally (or otherwise) any work or service for the employer, regardless of the nature of the contractual relationship between them.

Section 43J of the Employment Rights Act 1996 provides that a settlement agreement made between an employee and employer cannot prevent future protected disclosures.

Any confidentiality obligations in contracts of employment that would prevent an employee making a protected disclosure will be void.

**Don't think what if I'm wrong – think what if I'm right!**

### **Further advice, support and contact details**

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from the Headteacher – Michelle Kelly

**Chair of Governors:** - Mr Shaun Pitt – Ashleworth

Mrs Emma Middlecote - Churcham

**In all aspects of life at Ashleworth C of E and Churcham Primary Schools, the safeguarding and well-being of our children is paramount. We expect all staff and volunteers to share this commitment.**

# Appendix Seven

## Ashleworth C of E Primary School

### Self-Disclosure for Existing Workers to Share any Convictions / Cautions / Disqualifications etc

TO BE COMPLETED ANNUALLY

Confidential

Declaration of Criminal Record and Other Relevant Information

Positions Exempt from the

Rehabilitation of Offenders Act 1974

As stated on your application form when you originally applied for your post, because of the nature of the duties the post holder is expected to undertake, you are required to disclose details of any criminal record. The position in which you are working is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions, court orders, reprimands and final warnings on your record need to be disclosed.

Only relevant convictions and other information will be taken into account so disclosure need not be a bar to continuing in your position.

If you declare your criminal record and / or other information and we believe this to have a bearing on the requirements of the post, we shall arrange to discuss the matter with you before any final decision is taken in relation to your role.

If you have any concerns or queries about filling in this declaration please contact the Headteacher.

You should be assured that the information you give will be kept securely and in accordance with the requirements of the Data Protection Act (ie once no longer required your Self-Disclosure form will be confidentially destroyed). Only the people directly responsible for making the decision will be informed of disclosed information on a need-to-know basis.

- .....
1. **Have you been arrested, cautioned, convicted or reprimanded since completing your last enhanced CRB/DBS Disclosure check?**

Yes / No *(please delete as applicable)*

If yes, please give details

- 1a. Is your name included on the 'Disclosure and Barring Service (DBS) Children's Barred List' or the equivalent Welsh, Northern Irish or Scottish Lists as someone unsuitable to work with children?

Yes / No *(please delete as applicable)*

If yes, please give details.

2. Have you received any convictions, cautions, court orders relating to the care of children, reprimands or warnings or other grounds for disqualification from the appointment under the Childcare (Disqualification) Regulations 2016 NB – disqualification is not the same as being barred by the DBS and includes:-

- being cautioned for or convicted of certain violent and sexual criminal offences against children and adults;
- grounds relating to the care of children (including where an order is made in respect of a child under the person's care);
- having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;

Yes / No *(please delete as applicable)*

If yes, please give details

3. Do you live in a household where any person has received any convictions, cautions, court orders, reprimands or warnings or other grounds for disqualification (same as above) from the appointment under the Childcare (Disqualification) Regulations 2016 e.g is anyone in your household subject to Multi-Agency Public Protection Arrangements (MAPPA) or on a Sex Offenders Prevention Order (SOPO) or the Sex Offenders Register (SOR) or have they ever been?

Yes / No *(please delete as applicable)*

If yes, please give details

I certify that the information given by me on this self-disclosure form is true to the best of my knowledge and I understand that if subsequently I am found to be materially incorrect, my employer will be entitled to terminate my employment without notice.

Name (please print clearly)

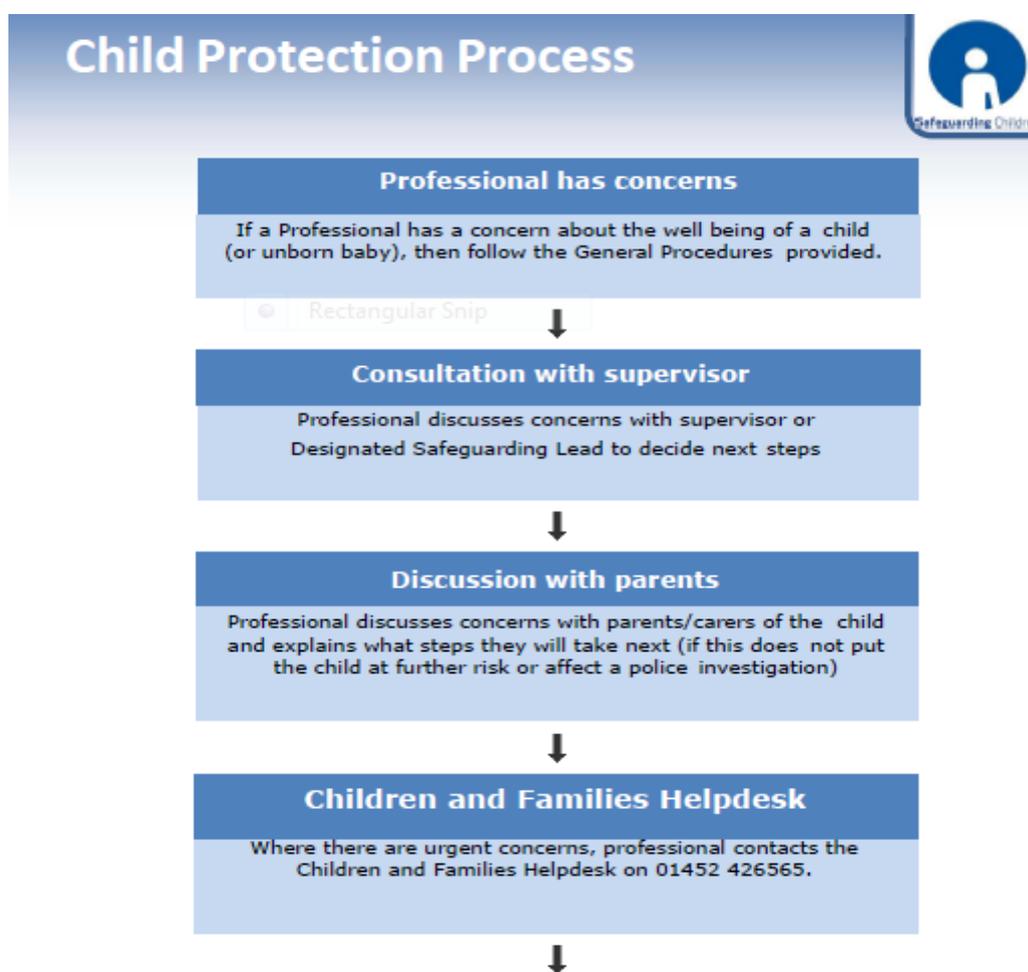
Signed:

Dated:

*Please return your completed declaration in a sealed envelope to the Head teacher, Mrs Kelly or Chair of Governors marked Private and Confidential.*

## Appendix Eight – Child Protection Process

Taken from A handbook for the DSL in an education setting



### Seeking advice from Children's Social Care

Professional can contact their local R&A Team to discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns.



### Making a Request for Service to Children's Social Care

Unless there are urgent concerns, professional completes a Multi Agency Service Request Form. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.

# Appendix Nine

## PROTOCOL FOR CHILDREN NOT COLLECTED FROM SCHOOL

The school ensures that before a child starts school details of the child i.e. date of birth, address, address of both parents, and their contact details, who has parental responsibility for the child are obtained. It is also important that details of the child's emergency contacts are sought. Parents are reminded, on a regular basis, to inform the school of changes to any of these details. These details are in the locked filing cabinet in the office or can be obtained from Teachers2Parents.

### Children Not Collected from School

This protocol should be followed on those occasions where a child has not been collected from school at the end of the day and it has not proved possible to contact the parent(s)/carer(s) or the emergency contact person for the child. These situations are time consuming for the school and can be upsetting for the child, but in the majority of cases the child is collected albeit late from school.

However, there will be the occasions when parents/carers fail to collect a child due to an accident, illness or other emergency which will result in the child not being able to go home at the end of the day. On these occasions, it is important that a protocol is available which will enable the child to be looked after in a safe and welcoming environment.

The guiding principle in dealing with any situation in which a child is not collected from school must be to minimise distress to the child and for him or her to remain in familiar surroundings and/or with familiar people for as long as possible.

### Protocol – for Schools

1. If a child has not been collected, the school should make every possible attempt to contact the parent(s)/carer(s). The child may well be able to indicate if something out of the ordinary has happened at home (e.g. parental illness or absence). On some occasions another parent may offer to take a child home with them. Schools should never release a child into the care of another adult without the consent of the parent(s)/ carer(s). Neither should members of staff take, or drive, children to their home or to the home of the child(ren).
2. Initial attempt to contact parents/carers should be made when **15 minutes** have elapsed after school closing time. After **30 minutes** have elapsed contact with all emergency numbers supplied by the family should be attempted.
3. If no contact has been made and no one has arrived to collect the child when **one hour** after school closing time has elapsed, then the school should contact the Children's helpdesk 01452 426565 and provide name, date of birth and address of the child; the names of the parents/carers and their contact numbers plus any other relevant information regarding the child and their family.

The Duty Social Worker will make arrangements for the child until the parent(s)/carer(s) can be traced. Please wait with the child in school until the social worker arrives, or, in exceptional circumstances, it is agreed that the school will bring the child to the Social Care Office

A child should never be sent to an after-school club (unless arrangements have previously been made with all parties) if the parent(s)/carer(s) has not arrived. It is the responsibility of the school to follow these procedures in order to contact the parent. After-school clubs/play centres have their own procedures for uncollected children.

These arrangements can also be implemented in the following circumstances:

- Where a parent does not arrive to collect the child and no contact can be made because the telephone numbers (including any emergency numbers) provided by the parent/carer have been cut off or are unobtainable.
- Where the person calling to collect the child is not considered an appropriate adult, eg is under age, appears intoxicated, and it has not been possible to contact the parent/carer or the emergency contact.

Once the child is in the care of Social Care, they will take the responsibility for tracing the parent(s)/carer(s).

# Appendix Ten

## Gloucestershire Guidance: Children missing education

Anyone concerned that a child is missing education (CME) can make a referral to the Access to Education Team at Gloucestershire County Council

**Children Missing Education (CME)** refers to 'any child of compulsory school age who is **not** registered at any formally approved education activity eg school, alternative provision, elective home education, **and** has been out of education provision for at least 4 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 Access to Education 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 Schools (APS).
- Liaise with partner agencies and other LAs and schools across Britain to track pupils who may be missing education.
- Ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed.

## Alerting the Local Authority that a child may be missing education

Any professional should alert the LA when they suspect that a child might be missing from education. To make this process as easy as possible, a referral should be sent to:

Access to Education Team  
Shire Hall  
Westgate Street  
Gloucester GL1 2TP

Tel 01452 328774 / 426015

[missingpupils@gloucestershire.gov.uk](mailto:missingpupils@gloucestershire.gov.uk)