


<b>Name of Policy</b>	<b>SAFEGUARDING POLICY</b>	
<b>Date written</b>		
<b>Written and monitored by</b>	<b>Lynsey Prewett</b>	
<b>Amendments made</b>	<b>October 2015</b>	
<b>Date approved</b>		
<b>Next Review Date</b>		

## **SAFEGUARDING POLICY**

**Bannerman Road Community Academy and Children's Centre (the Setting) is committed to safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment**

## Safeguarding Policy

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### 1.0 Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989; and in line with all guidance issued by the DFE.
- 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 setting to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff<sup>1</sup>, 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 setting should provide a caring, positive safe and stimulating environment that promotes the social, intellectual, physical and moral development of the individual child.
- 1.5 The names of the designated staff within our setting are Mrs Lynsey Prewett and Mrs Ellen Genge.
- 1.6 The aims of this policy are:
  - 1.6.1 To support the child's development in ways that will foster security, confidence and independence.
  - 1.6.2 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.
  - 1.6.3 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 C, E and F)
  - 1.6.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the setting, contribute to assessments of need and support packages for those children.
  - 1.6.5 To emphasise the need for good levels of communication between all members of staff.
  - 1.6.6 To develop a structured procedure within the setting which will be followed by all members of the setting community in cases of suspected abuse.

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<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

- 1.6.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.6.8 To ensure safe recruitment practices are always followed. At least one member of an interview panel for prospective new staff members will have undergone safer recruitment training.
- 1.5.9 To ensure that all staff working within our setting who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and an Enhanced DBS check (according to guidance)<sup>2</sup>, and a single central record is kept for audit See Appendix G . EYFS staff and anyone working with children under 8 in a childcare role will sign a Declaration: Disqualification and Disqualification by Association Form. See Appendix H.

## 2.0 Safe Setting, Safe Staff

2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- 2.1.2 We have a Designated Safeguarding Lead (DSL) for child protection who have undertaken Advanced Child Protection Training delivered through Bristol Council Safeguarding Board and who undertake training as recommended by the LA every two years. DSL also attends CID (Sexual Exploitation & Counter-Terrorism units) briefings on current risks facing children within the region. A deputy will also be trained in both settings.
- 2.1.3 All members of staff are provided with opportunities to receive training by the Lead Senior Designated Person in order to develop their understanding of the signs and indicators of abuse every two years. Staff new to the school receive this training in terms 1 & 2 (or whenever they start at CGST). Regular updates with regard to safeguarding and e-safety are given to the staff when appropriate.
- 2.1.4 All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing concern of possible abuse or a disclosure of abuse.
- 2.1.5 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- 2.1.6 We will seek to ensure the suitability of adults working on site e.g . contractors are either supervised or in areas where students are not present
- 2.1.7 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 2.1.8 Our selection and recruitment policy includes all appropriate checks on staff suitability including DBS checks and those staff in charge of

recruitment have undergone Safer Recruitment training. The Single Central Register (SCR) is held by the SBM, who is responsible for maintaining and keeping the SCR up-to-date and follow-up of any missing information alongside the DSL. They will also ensure that any staff required to complete the Disqualification by Association paperwork will do so annually and review it at supervision.

- 2.1.9 The name of any member of staff considered not suitable to work with children will be notified to the DfE Misconduct Team, with the advice and support of Educational Personnel and in accordance with the Barring Regulations.
- 2.1.10 Our procedures will be annually reviewed and updated – Appendix A
- 2.1.11 The name of the Senior Designated Persons will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.1.12 All adults (including supply teachers, non-teaching staff and volunteers) new to our school will be given information on our procedures and practices when if there are concerns about a student and the name and contact details of the Designated Persons and have these explained as part of their induction to the school. Appendix D
- 2.1.13 We will ensure that child protection type concerns or allegations against adults working in school are referred to the Local Authority Designated Officer for allegations of abuse (LADO) for advice, and that any member of staff found not suitable to work with children will be notified to the Independent Safeguarding Authority for consideration for barring, following resignation, dismissal, or when we cease to use their service in the case of a volunteer

- 2.2 The names of the designated members of staff for Child Protection, the Designated Child Protection Officers, will be clearly advertised in the setting, with a statement explaining the setting's role in referring and monitoring cases of suspected abuse.

## 2.0 Responsibilities

- 3.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we have about our children. This may include contacting other agencies who have staff experienced in child protection, who will provide consultation and advice for anyone working with children
- 3.2.1 We have a Designated Safeguarding Lead who is part of the SLT team and who is responsible for:
  - 3.2.2 Seeking advice from professionals.
  - 3.2.3 Referring by telephone a child's details if there are concerns about her welfare, possible abuse or neglect to First Response (& police where appropriate). A written record of the referral will be faxed/posted/e-mailed to agencies as appropriate as soon as is practically possible.

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- 3.2.3 Ensuring that written records of concerns about a child are kept even if there is no need to make an immediate referral (please see child protection policy and procedures)
- 3.2.4 Ensuring that all such records are kept confidentially and securely, separate from pupil records, until the child's 25<sup>th</sup> Birthday and are copied on to the child's next setting or college.
- 3.2.5 Ensuring that an indication for further record keeping is marked on the pupil records.
- 3.2.6 Acting as a focal point for staff to discuss concerns and liaising with other agencies and professionals.
- 3.2.7 Attending (or delegating this requirement to another appropriately informed member of staff) case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessments process, and providing report which has been shared with parents.
- 3.2.8 Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to their key worker/ social care team.
- 3.2.9 Ensuring that all school staff are aware of this policy (& Keeping Children Safe guidance 2015) and know how to recognise and how to refer any concerns.
- 3.2.10 Providing the Head of School with details of any changes to the policy and procedures; training undertaken by the Designated Persons and by all staff and governors; relevant curricular issues, number and type of incidents/cases, and the number of children referred to SSD and on the child/protection register (anonymised).
- 3.2.11 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training.

### **4.0 Supporting Children**

- 4.1 We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame herself, and find it difficult to develop and maintain a sense of worth.
- 4.2 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.
- 4.3 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.

4.4 Our school will support all pupils by:

- i. Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- ii. Promoting a caring, safe and positive environment with the school.
- iii. Liaising and working together with all support services and those agencies involved in the safeguarding of children.
- iv. Notifying Social Care as soon as there is a significant concern.
- v. Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated. Inclusion Manager for the school must be made aware of all LAC in the school.
- vi. Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head of School at the pupil's new school as a matter of urgency. In addition, any students joining from another school, that there is full disclosure of any prior concerns / issues that we need to know to ensure we can continue to support that student.

### **5.0 Confidentiality**

- 5.1 We recognise that all matters relating to safeguarding are confidential.
- 5.2 The Head of School or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.<sup>3</sup>
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 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 CYPS on this point. Further information may also be sought from the NSPCC.

### **6.0 Supporting Staff**

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with one of the Designated Persons and seek further support. This

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<sup>3</sup> Guidance about sharing information, can be found in the booklet "What to do if You are Worried a Child is being Abused" DoH 2003 [www.doh.gov.uk](http://www.doh.gov.uk) and as at footnote 3

could be provided, for example, by the Head of School, by Occupational Health (Telephone: 0117 9826482), and/or a teacher/trade union representative as appropriate.

6.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document 'Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings' and 'Keeping Children Safe' (DfE March 2015) / What to do if worried that a child is being abused / provides advice on this and the circumstances which should be avoided in order to limit complaints against staff or abuse of trust, and/or allegations of physical or sexual abuse.

6.4 We recognise that designated staff should have access to support (as in 6.2, above) and appropriate workshops, courses or meetings as organised by the LA. In particular Child Protection will be a key element of the induction of new staff.

### **7.0 Allegations against staff**

7.1 All setting 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.

7.2 All Staff should be aware of Local guidance on Behaviour Issues, and the setting's own Behaviour Management policy.

7.3 Guidance about conduct and safe practice will be given at induction<sup>4</sup>

7.4 We understand that a pupil may make an allegation against a member of staff.

7.5 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>5</sup>.

7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Duty LADO.

7.7 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 7.5 above, without notifying the Headteacher first.

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<sup>4</sup> The IRSC nationally agreed document "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" is available at [www.teachernet.gov.uk](http://www.teachernet.gov.uk) and as at footnote 3

<sup>5</sup> or Chair of Governors in the event of an allegation against the Headteacher



- 7.8 The setting will follow the Local Authority procedures for managing allegations against staff<sup>3</sup>. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of an Allegations/Senior Strategy Meeting<sup>6</sup>.
- 7.9 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 an Personnel Consultant in making this decision.
- 7.10 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.
- 7.11 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.

### **8.0 Whistle-blowing**

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so
- 8.2 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 LADO<sup>12</sup> following the Whistleblowing Policy<sup>3</sup>.
- 8.3 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).

### **9.0 Physical Intervention**

Our policy on physical intervention by staff is set out separately, and acknowledges 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.

- 9.1 Such events should be recorded and signed by a witness.

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<sup>6</sup> The term Allegations or Senior Strategy Meeting covers any urgent formal strategy discussion which may take place by telephone between the police, social care, and education managers, requiring action prior to the first meeting.



- 9.2 Staff who are likely to need to use physical intervention will be appropriately trained.
- 9.3 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.
- 9.4 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>10</sup>

### **10.0 Bullying**

- 10.1 Our policy on 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 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.

### **11.0 Racist Incidents**

- 11.1 Our policy on racist incidents is set out separately, and 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.

### **12.0 Domestic Violence**

- 12.1 We recognise that exposure to domestic violence can have a serious impact on a child's development and emotional well-being and acknowledge that staff themselves can be victims or perpetrators of domestic violence. (See Appendix F )

### **13.0 FGM**

- 13.1 FGM is the non-medical partial or total removal of the external female genital organs. This procedure is typically carried out on young girls, although it can happen later. FGM is illegal in the UK and particularly affects girls from Africa. (See Appendix E for further guidance on what to look for/ how to report).

### **14.0 Prevention and Anti Radicalisation**

- 14.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.
- 14.2 Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and

learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. School is, however, mindful of the existing duties to forbid political indoctrination and secure a balanced presentation of political issues. Guidance and support is gained from the Prevent team of Avon & Somerset Police.

14.3 All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion - which includes an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils – this is addressed through our PSHE curriculum and is also tracked through the SMSC overview of the curriculum.

14.4 In addition to this the setting community will therefore:

14.4.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

14.4.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti bullying week, asking children to report on whether they have had happy/ sad lunchtimes/ playtimes.

14.4.3 Ensure that all children know there is an adult in the setting whom they can approach if they are worried or in difficulty.

14.4.4 Include 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.

14.4.5 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.

### **15.0 Health & Safety**

15.1 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 setting environment, and for example in relation to internet use, and when away from the setting when undertaking trips and visits.

### **16.0 Policy Review**

16.1 The Governing Body of our school is responsible for ensuring the annual review of this policy and will assess its implementation and effectiveness.

### **17.0 References**

17.1 See *“What to do if you are worried a Child is being Abused”*, *“Working Together to Safeguard Children”* and *“Keeping Children Safe”*.

## Appendix A - Related Policies and Procedures checklist

1. Single Central Record	
2. SDO and DSDO	
3. Induction Training on child protection awareness	
4. Child Protection Policy	
5. All Staff given copies of setting safe guarding statement with SDO and DSDO names	
6. As above for all supply staff	
7. The Guide to Safer Working Practice shared.	
8. Abuse awareness raising pack "What to do if you are worried about a child being abused" – delivered to all staff and gobs	
9. Safe Guarding Policy published to parents	
10. Lettings policy addresses suitability of adults working with children on setting site	
11. All community users organising activities for children are aware of setting cp procedures	
12. DCPO/ Deputy DCPO name advertised in setting	
13. Records of concern kept confidential, secure and separate from other records	
14. Follow up of absence without explanation for 2 days by children with child protection plan	
15. Behaviour Management policy gone to all staff and included in induction	
16. Procedure for managing suspension of a contract for a community user if allegation arises	
17. Whistle blowing policy	
18. Policy on physical intervention and recording process	
19. Guidance to staff on appropriate touch	
20. Anti-bullying policy	
21. Racist incident policy	
22. Health and Safety Policy	
23. E-safety policy	

## Appendix B - Policy Updates

Update on Working Together - [Current legislation 2015](#)

### Statutory (revised)

- **Working Together To Safeguard Children**
- **Keeping Children Safe in Education**

### Non-Statutory (new)

- **What To Do If Worried A Child Is Being Abused**
- **Sharing Information**

## **Working Together To Safeguard Children**

- ❖ Counter Terrorism & Security Act
- ❖ Increased emphasis on child sexual exploitation
- ❖ Disqualification by association
- ❖ LADO – now must be qualified social worker
  
- **Counter Terrorism**
- Duty to prevent radicalisation (of **all** forms)
- Look at school's local threats and plans for individual students
- Lock-down
- Keep students safe on-line
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## **Keeping Children Safe in Education 2015**

- ❖ Sharing concerns
- ❖ Staff – concerns to be shared with headteacher & then Chair of Governors notified
- ❖ Allegations against staff
- ❖ Unfounded outcomes (LADO)

## **Important Aspect: Code of Conduct**

- Use of social media by staff
- Pupil/teacher relationships
- Position of trust offence (2003)
- Whistleblowing

ALL staff / volunteers must know and adhere to code of conduct

CP files must be transferred securely and receipt required

## **Key Points**

- Missing Education – guidance must be followed
- Under exceptional circumstances any member of staff can make a direct referral

## What to do if worried a child is being abused ? (new)

- This is a four step process – but these steps can be jumped if need be
- 1) Be Alert
- 2) Question Behaviours
- 3) Ask For Help
- 4) Refer

## Information Sharing (new) - Key points:

- ✓ Data Protection Act (1998) & Human Rights Law are NOT barriers to information sharing
- ✓ Risk of sharing vs not sharing
- ✓ Consent should be gained BUT sharing without consent is allowed if there is a risk I
- ✓ Decision to share information MUST be recorded

## Information Sharing MUST be...

- Necessary
- Proportionate
- Relevant (not hearsay / gossip etc)
- Adequate
- Accurate
- Timely
- Secure

ALL staff should be aware of duties in regards of information sharing

<http://www.safeguardingschools.co.uk/prevent-duty-guidance-from-the-dfe-july-2015>

<http://www.safeguardingschools.co.uk/update-keeping-children-safe-in-education-july-2015/>

## Appendix C

### Recognising signs of child abuse

#### Categories of Abuse:

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

#### Signs of Abuse in Children:

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.

#### Risk Indicators

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
- 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.

## Recognising Physical Abuse

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.

## **Recognising Emotional Abuse**

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

## **Recognising Signs of Sexual Abuse**

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.

## Assessment

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.

## Recognising Neglect

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

## **Child Sexual Exploitation**

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.

## Appendix D: Code of Conduct

### Safeguarding code of conduct – staff and visitors

This guidance is aimed at all staff in the CGS Trust and regular volunteers and visitors

#### Safeguarding definition

Per the Working Together to Safeguard Children guidance identified with the CP Policy, safeguarding means:

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

At CGS Trust Schools we aim to meet and exceed these requirements. As such our safeguarding code of conduct for staff aims to not only protect pupils, but also to set a high standard of behaviour, something which will help enable children to have 'the best outcomes'.

This document has considered the requirements of the "Keeping Children Safe in Education" statutory guidance for schools and colleges.

#### Basic principles

- The child's welfare is paramount (Section 11 Children Act 2004).
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Staff must always act in accordance with the trust the school community is entitled to place in them.
- Pupils and staff are expected to work together to build a school where relationships are characterised by mutual and appropriate respect. The recognition of positive behaviour should be a priority and any sanctions/disciplinary issues should be dealt with in an appropriate manner, and in the appropriate environment e.g. not in an area in full view of visitors to the school.
- All interactions should take place in a calm manner and staff should avoid shouting at pupils wherever this is possible unless there is a health and safety risk.

#### Personal standards

- School staff are expected to display high standards and should therefore behave professionally, respectfully and responsibly. Staff should be punctual, prepared and carry out tasks to the best of their ability. Differences should be dealt with politely and calmly.

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- All staff must adhere to relevant Equality Legislation and Policy in the manner that they treat other members of the school community.
- Under no circumstances is it appropriate for school staff to take drugs (aside from prescription medicines) or drink alcohol while at work or carrying out school duties.
- Threatening language and/or intimidating behaviour by staff to any other member of the school is inappropriate and will not be tolerated.
- Staff should dress in a practical and appropriate manner. Dress should not be too casual, provocative or in a manner which could be considered inappropriate.

## **Individual responsibility**

All school staff (whether paid or voluntary) play an important role in safeguarding children from physical, sexual and emotional abuse and neglect. This involves not only early identification of at risk children, but also managing risks and improving pupils' understanding of support services, appropriate behaviour and boundaries through the curriculum.

In many cases, safeguarding will involve professional judgements by staff members about what is in the best interests

Every staff member must:

- Have read and understood the school's Safeguarding Policy, including all procedures and protocols for promoting and safeguarding the welfare of children.
- Provide a safe environment in which children and young people can learn.
- Understand what to look out for in terms of children and young people who may be/are at risk of suffering harm, and what action should be taken if issues are identified.
- Know which channels can be pursued, including outside agencies, in order to ensure pupils receive appropriate support.

Adults are responsible for their own actions and behaviour, and should avoid any conduct which would lead a reasonable person to question their motivation or intentions.

## **Confidentiality**

- Staff should act appropriately with regard to confidentiality and should not disclose information given to them in confidence by any other member of the school (including pupils), or which they have obtained and believe is confidential in nature. In certain cases, for example when required by law or where the information is important to the adequate safeguarding of a child/children, otherwise confidential information must be passed on to the appropriate channels.

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- As staff are often privy to personal information relating to pupils and their families, such information should be appropriately and securely recorded and kept confidential unless exempt as outlined above.
- Staff must not prevent others from accessing information to which they are entitled by law.
- Information passed onto third parties must be in line with the Data Protection Act (1998).
- CGST has a Confidentiality Policy which must be also be held in due regard

## **Physical contact**

- Contact with pupils should only occur in a way that is appropriate with professional roles. This should be limited to 'necessary' touching only i.e. to assist pupils during physical activity or everyday learning when necessary.
- Physical contact may be necessary to assist pupils with medical needs. Such contact should be agreed upon within the pupil's health care plan and subject to risk assessments, manual handling and other school policies where necessary.
- On occasions where a distressed pupil required reassurance, physical contact may be appropriate, but staff should limit contact to what is absolutely necessary and should seek advice from a more senior staff member if they are concerned about providing such reassurance.
- It is advisable that necessary physical contact is only carried out where the staff member and pupil are visible / accessible to others (i.e. not in closed rooms).
- Staff members must be aware at all times that physical contact can and may be misconstrued by pupils or other observers. As such, staff members should be 'self-aware' when engaging in physical contact and prepared to explain any instances.
- Horseplay, tickling, 'fun-fights' etc. are never appropriate.
- Physical restraint of pupils should only be used as a last resort, for example, to prevent injury to the pupil themselves or another person.

## **Honesty, integrity, impartiality and objectivity**

- Staff should be aware of the school's policy regarding the acceptance of gifts and legislation regarding bribes.
- While there may be occasions where pupils and parents pass on small tokens of appreciation to staff, it is unacceptable to accept/receive gifts on a regular basis or gifts of a significant value.
- Money should never be accepted as a gift by staff.

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- Rewards given to pupils must be in accordance with the school's agreed practices. Such tokens are generally discouraged and money or gifts which could be construed as inappropriate, either because of their value or nature, should not be given to pupils.
- Staff should not place themselves in a position where they are in financial debt to a colleague where this could be seen as having an influence on their work.
- Any public funds entrusted to staff should be handled in a lawful, responsible manner.
- School property and facilities should not be made personal use of by staff unless authorised.
- Staff should not use their position within the school to inappropriately advance the interests of friends and associated.
- Adults must work and be seen to work in an open and transparent way.

### **Contact with parents and the general public**

- When in contact with parents, the general public, and members of other schools, staff should conduct themselves in a manner that is polite and professional.
- Relationships with parents and carers outside of the school should be professional and 'friendships' with parents and carers are not encouraged. Staff should seek to create and maintain positive, open relationships with parents and carers.
- Concerns raised by members of the general public (for example regarding pupils' behaviour), parents and / or carers should be taken seriously, passed through the appropriate channels, dealt with promptly and feedback should be provided.
- Information provided about the school should be accurate and professionalism should be maintained in conversations about the school.
- Staff members should provide their name when corresponding with parents or the wider school community in writing.
- Staff members should not engage in activities within the wider community which could bring the school into disrepute or cause the public to doubt the motives or integrity of any staff member (including themselves).

### **Radicalisation**

Staff members should aim to not share their personal religious or political views with pupils. Where religious and political ideologies are discussed as part of school lessons / assemblies etc. staff should be conscious of their language and tone, and mindful of Ofsted guidance regarding 'broad and balanced education'.

### **Relationships with pupils**

It is important that professional boundaries between staff and pupils are maintained.



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Where pupils and staff are meeting one-on-one in rooms without interior windows, professional judgement should be used to manage this appropriately. For example, informing another colleague, leaving the door open, etc.

Staff should not have relationships with pupils which can be misconstrued, for example identifying clear 'favourites' or singling pupils out for special treatment.

## **Reporting incidents**

- It is the responsibility of all staff at CGS Trust Schools to be vigilant about safeguarding concerns and report these to the proper channels where necessary.
- Where staff have concerns about a pupil, or are concerned that their own actions may be misconstrued, the matter should be raised with the individual school's Designated Person for Child Protection. Written reports may be required and staff members will be kept informed of any follow up action (for example contact with relevant outside agencies) by the Designated Person for Child Protection.
- Staff members who have concerns about pupils welfare must keep a written record of any concerns and judgments they have made (on the yellow Child Protection/ Welfare Form) in order to secure the best interests and welfare of the pupil. For example, where they have noted concerning behaviour, spoken with the pupil about behavioural or other issues, raised concerns with the Designated Person for Child Protection.
- Staff should discuss and/or take advice promptly from a senior member of staff about any incident which could give rise for concern. This would include reporting infatuations by a student for that or another member of staff, to ensure that such situations can be handled promptly and sensitively.
- Where there have been concerns raised, actions to be taken should be recorded, monitored and reviewed.

## **Internet/Communication devices/Social media**

- Staff and adult visitors must not to give personal contact details to students. This includes personal email addresses, mobile or home phone numbers, or social networking contact details.
- Staff and visitors should confine the personal use of mobile phones to non-public areas of the school wherever possible. In particular their use is to be avoided in the public areas of the school such as corridors, classrooms and open areas for students.
- Photographs and videos of pupils must not be taken with personal mobile phones / tablets or similar devices

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- Staff must not make use of pupils' mobile phone numbers either to make or receive phone calls or to send or receive text messages. Exceptionally, such communications must be directed through the school's telephone system by members of the admin team or other appropriate staff members.
- Staff should only communicate electronically with pupils from school accounts on approved school business, e.g. coursework.
- Staff should not enter into any form of instant messaging communications with pupils, either by text, image or voice.

## **Personal interests, health and wellbeing**

Staff members are encouraged to have broad outside interests, under no circumstances however, should these bring the reputation of the school into disrepute.

A healthy work-life balance is encouraged and support services are available for staff members experiencing issues in this regard.

All staff are required to print this page (p25), sign and return to the relevant school reception office

Signed.....

Name..... Date.....

Position.....(\*employee/governor/volunteer/visitor)

- *please delete as appropriate*

Signed.....

Dated .....

## Appendix E – FGM (Female Genital Mutilation)

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)

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- 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

If we have concerns that children in our school community are at risk or victims of Female Genital Mutilation then we refer to the South West Child Protection Procedures Guidelines for FGM ([www.swcpp.org.uk](http://www.swcpp.org.uk)). We may;

### **ASK**

**If a family is planning to go away for an extended holiday we may use the following statement:**

As part of our responsibility for keeping all our children safe, we always highlight our concerns about FGM to families who belong to a community who practice FGM, and who have applied for extended holidays abroad. This is in line with national guidance and has been approved by Bannerman Road Community Academy and Children's Centre Governing Body.

We are aware that some families take their children abroad with the intention of subjecting them to FGM, or cutting. It is illegal in the UK regardless of the country of which in which it is performed and a person convicted of an offence under the FGM Act 2003 is liable to imprisonment for up to 14 years.

Can you assure us that this is not a plan for your child.

On your return if we suspect that your child has been involved or might be involved with this process we will automatically make a referral to CYPS through First Response and/ or to the Police.

## **Asking a child about FGM:**

Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday ask questions like;

- Who is going on the holiday with the child?
- How long they plan to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM including Sunna is illegal in the U.K even if performed abroad?

If you suspect that a child is a victim of FGM you may ask the child;

- Your family is originally from a country where girls or women are circumcised – Do you think you have gone through this?
- Has anything been done to you down there or on your bottom?
- Do you want to talk to someone who will understand you better?
- Would you like support in contacting other agencies for support, help or advice?

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently. Using this guidance is at the discretion of the Headteacher.

## **Record**

All interventions should be accurately recorded.

## **Refer**

Child protection lead or Headteacher needs to seek advice about making referrals to Social Care and CAIT (Child Abuse Investigation Team) and to follow South West Child Protection Procedure Guidelines on FGM and CP referrals.

Useful documents include:

- Multi-Agency Practice Guidelines: Female Genital Mutilation (HM Government, 2011)
- Briefings and Information for Use During Inspections of Maintained Schools and Academies (Ofsted, updated December 2012).
- South West Child Protection Procedure Guidelines
- Working together to safeguard children, HM Government (2010), paragraphs 6.14 to 6.19.1
- Safeguarding children and safer recruitment in education, DfE (2006), Annex A, paragraphs 39 to 42.2
- The Department for Education website;  
<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection/a0072224/safeguarding-children-from-female-genital-mutilation>.

## Appendix F - Domestic Abuse

**(A copy of the Toolkit referred to in this document is kept in school by the DCPO)**

**Definition:** The misuse of physical, emotional, sexual or financial control by one person over another who is or has been in a relationship. This includes family members. Domestic abuse covers a wide range of behaviours and may be actual or threatened. If we have concerns that children or parents in our school community are victims of domestic abuse (see list of behaviours in toolkit) – then we:

### ASK

Start with broad questions e.g. ‘I am concerned about how you are; would you like to come and have a chat?’ then use more direct questioning, dependent on relationship with parent/carer. Examples of more direct questioning include: ‘I see you have a bruise on your face, has somebody hit you?’, ‘Are you ever afraid at home?’, ‘Does your partner treat you well?’, ‘Has your partner ever hit you?’

This questioning must not be done in front of anyone else and if done through an interpreter this should be someone who has been previously agreed with the parent/carer. If you do not feel able to ask these questions or consider that there is somebody else that may have a closer relationship with the family then speak to these colleagues first.

### RECORD

To be explained beforehand to the child and or parent/carer– see confidentiality policy.

### REFER

To DCPO if concerned that child themselves are a victim, if concerned about what they are witnessing/experiencing at home. Also refer the victim to supportive organisations named in the toolkit.

Resources available to support children at Bannerman Road Community Academy:

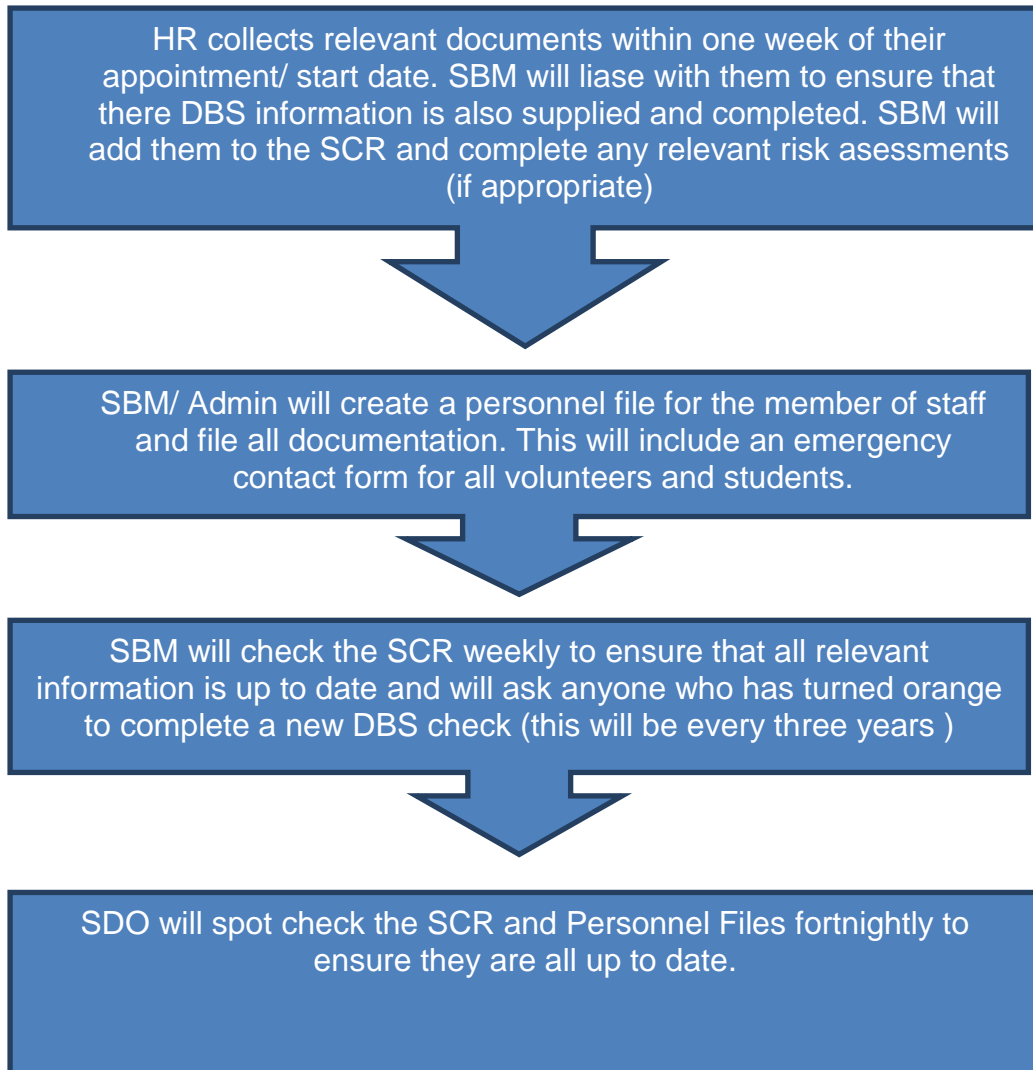
Role play resources – home corner/persona dolls/puppets/baby dolls

SEAL resources including family learning resources and workshops

PSHE story books and games

If we feel it is beneficial for a child to access any of these additional resources then a barrier to learning plan may be put into place.

## Appendix G – DBS and Single Central Record Procedures



### **Additional Information**

Personnel Files should be kept in the place that is their main place of work.

### **Personnel File Contents (Staff)**

Emergency Contact Details

Relevant Qualifications

Any other information (e.g. sickness/ absence record).

### **Supply Teachers**

In house supply teachers will be subject to checks inline with all regular staff members.

Agency supply workers will be subject to their agencies safeguarding procedures. All checks sent by agencies will be logged on file with the SCR.



## **Appendix H - EYFS Disqualification Declaration and Guidance.**

Please read the following information and pursue the guidance as appropriate for members of staff working in an Early Years Setting. If you have any questions please see your line manager or a member of SLT.

### **What is the guidance?**

Under the Childcare (disqualifications) Regulations 2009 made out under section 75 of the Childcare Act 2006, schools cannot knowingly employ a person into childcare provision that is disqualified.

### **Disqualification Criteria for disqualification by association**

- Living in the same household where another person who is disqualified lives or is employed (disqualification by association)

### **Disqualification Criteria**

- Inclusion on the DBS Children's Barred list
- Being found to have committed certain criminal offences (please refer to the document Disqualification under the Childcare Act 2006 to find a list of these offences) which can be found in both staffrooms.
- Certain care orders which have been made in relation to your own children
- Refusal or cancellation of registration to provide childcare (children's home/ fostering etc)
- Being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations.

### **Who does this apply to at Bannerman Road?**

- Early years provision – staff who provide care for a child up to and including reception age, both during and outside of school hours.
- Later years provision (for children up to 8) – staff who are employed to work in childcare provided by the school outside of school hours, including breakfast clubs and after school provision
- Staff who are directly concerned in the management or early or later years provision – this will include the headteacher, and may also include other members of the senior leadership team any manager, supervisor, leader or volunteer responsible for the day-to-day management of the provision
- Volunteers and casual workers concerned in any of the above

Please note: It does not apply to anyone who is not employed to directly provide childcare.

## **How will it be applied?**

- Annually in Sept you will be required to complete the declaration form.
- At supervision you will be asked if there are any changes to your form that need to be updated.
- It is an expectation that if you are aware of any changes prior to these times that you inform your line manager immediately.

## **What should I do if I am concerned that I may be at risk of disqualification by association?**

- First refer to the document Disqualification under the Childcare Act 2006 to find out if the offence is listed.
- If it is you can check if the offence is 'spent' by using the calculator on [www.disclosurecalculator.org.uk](http://www.disclosurecalculator.org.uk). If the offence is spent then you are not required to declare it.
- If it is not spent then you are required to declare it to your line manager who will inform you of the procedures.

## **What might happen if I declare that a member of my household is disqualified?**

- The school is duty bound to inform Ofsted and may also seek advice from HR, LADO and the safeguarding lead officer.
- As an individual you can apply for a waiver from disqualification from Applying to waive disqualification: early years and childcare providers. (Please see your line manager for details).

## **Whilst waiting for the waiver to be granted or refused one of the following may happen:**

1. Temporary redeployment within the setting so that you are not working in an EYFS or childcare position.
2. Adjustments may be made to your role if appropriate.
3. Consideration of taking paid leave or similar.
4. Suspension while the waiver application is considered.

## **What might happen if the waiver is declined or I decide not to apply for a waiver?**

- Permanent redeployment to another role (if possible/ appropriate)
- Legitimate termination of a contract.

<b>Staff Self-Declaration Early Years Provision (including teachers, support staff, breakfast club and after-school provision)</b>		
<b>Ratified by the Governing Body</b>		<b>[date]</b>
<b>Review Cycle</b>		<b>Annual</b>
<b>Review Date</b>		<b>[date]</b>
Name:	Role:	Line Manager:
Date employment commenced:	Date of declaration:	Date of renewal:
Date of DBS Clearance:		
<p>As an employee of [Any School] whose role and responsibilities includes working in the school's Nursery/Reception Class/ before or after school provision {Delete as applicable} you are required to complete the following questionnaire to confirm that under the following legislation and regulations:</p> <ul style="list-style-type: none"> <li>• Childcare Act 2006</li> <li>• Safeguarding Vulnerable Groups Act 2006</li> <li>• The Childcare (Disqualification) Regulations 2009</li> <li>• Early years Foundation Stage (Welfare Requirements) Regulations 2012</li> <li>• Statutory framework for the early years foundation stage (September 2014)</li> </ul> <p>that you are a not disqualified from working within early years services or disqualified by association from working within early years services.</p> <p>You will be required to complete this form on</p> <ul style="list-style-type: none"> <li>• your appointment</li> <li>• any change of role</li> <li>• annually</li> </ul> <p>In addition as part of your supervision you will be asked if your circumstances have changed</p>		
		Answer Yes or No (if Yes relevant date)
Have you been cautioned, subject to a court order, bound over, received a reprimand or warning of found guilty of committing any offence <b>since the date of your most recent Disclosure and Barring Service (DBS) clearance</b>		
Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or found guilty of committing any offence <b>either before or during your employment at [Any School</b>		
<p>If you have answered <b>Yes</b> to the above please provide details below and specifically indicate if any of the offences involve children or young people</p>		

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<p>Are you living in the same household as someone who has disqualified from working with children under the Childcare Act 2006?</p> <p><b>Or</b></p> <p>Living with someone who has been barred from with working with children?</p>	
<p>If you have answered <b>Yes</b> to the above please provide details below and specifically indicate if any of the offences involve children or young people</p>	
<p>Have your own children ever being subject to a Child Protection Plan, taken in Care or removed from your care as a result of abuse or neglect</p>	
<p>If you have answered <b>Yes</b> to the above please provide details below and specifically indicate if any of the offences involve children or young people</p>	
<p><b>Declaration</b></p> <p>I understand my responsibility to safeguard children and I am aware that I must notify my line manager of anything that may affect my suitability to work with children</p> <p>I will ensure I notify my employer of any convictions, cautions, court orders, reprimands or warnings I may receive.</p> <p>I will notify my line manager if my home circumstances change and complete a new self-declaration</p>	
Signed (Employee):	
Signed (Line Manager)	
Date:	
Details of Any Follow up Action (including dates and action taken)	

## Appendix I - Missing Child Policy and Procedure

### Procedure

#### If a child is missing from the premises

1. If a child is thought to be missing after arriving at the premises, the SLT will be informed immediately. S/he will make a careful check of all the children present to confirm who is missing.
2. The SLT member will then organise a check of all exit doors, outside area, rooms, cupboards and possible hiding places. This check will be carried out quickly and without panicking the other children.
3. The other children should be kept together with an appropriate member of staff while the check is being carried out.
4. If the search is unsuccessful and the child is still missing, after 5 minutes the member of SLT must contact the police on 999 and the parent/carer of the missing child.
5. The police will be given the following information:
  - The name of the member of staff
  - The address of the setting
  - What has happened
  - Child's name, age and address
  - Time of incident
6. The search for the child will continue after calling the police.
7. The worker involved will complete a Major Incident Form as fully as possible.

## **Appendix J – Child left at the School/ Centre Procedures**

Keep the child calm. Be honest and explain exactly what is happening.

Two members of staff must remain on the premises with the child. One of the staff **must** be a senior member of staff where possible.

### **5 minutes late for collection**

Ring the parent / carer

### **10 minutes late for collection**

Ring emergency contacts

### **20 minutes late for collection**

1. If no contact has been made or if you are unhappy with the response, contact a member of SLT
2. At this point a member of SLT may return to the centre to support, possibly allowing other staff members to leave.

### **30 minutes late**

Inform First Response 01179036444 of the late collection, which may also involve informing the police on 101.

**Record this incident and ensure that SLT are informed if they were not phoned on that evening.**