



## **SAFEGUARDING CHILDREN POLICY**

<b>Author</b>	<b>Noelle Sturla</b>
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<b>Review period</b>	<b>Annual</b>
<b>Status</b>	<b>Statutory (Children's Act 2004)</b>

## **1. Compliance**

1.1. This policy has been developed in accordance with the principles established by the Children Act 1989, the Children Act 2004, the Education Act 2002 and The Equality Act 2010 and in accordance with the Department for Education (DfE) statutory guidance:

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2022
- Guidance for Safer Working Practices 2022
- Children Missing Education 2016 and
- Gloucestershire Safeguarding Children Board (GSCB) Handbook for Designated Safeguarding (Child Protection) Leads in Educational Settings and the relevant advice from neighbouring local authorities.

## **2. Purpose**

2.1. The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures to safeguard their wellbeing and to protect them from abuse. The purpose of this policy is to:

- afford protection for our students;
- enable staff and volunteers to safeguard and promote the welfare of children and
- promote a culture which makes the school a safe place to learn.

2.2. This policy applies to all staff, governors and volunteers working in the school. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, and their families and carers, has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

## **3. Relationship to other policies**

3.1. This policy is linked to, and should be read in conjunction with, the following school policies and procedures:

- Allegations of Abuse by Staff Policy
- Anti-bullying Policy
- Attendance Policy
- Behaviour and Exclusion Policy
- Conduct Policy
- Data Protection Policy

- E-safety Policy
- Health and Safety Policy
- Looked After Children Policy
- Medical Conditions Policy
- Misuse of Substances Policy
- Recruitment and Selection Policy
- SEND Policy
- Trips and Visits Policy
- Whistle-blowing Policy
- Code of Conduct (for adults working with children at Farmor's School)
- Children Missing Education
- Relationships and Sex Education (RSE) and Health Education Policy

#### **4. Scope, Principles and Definitions**

4.1 The definition of safeguarding (Keeping Children Safe in Education 2022) has been expanded to specifically mention 'mental and physical' health. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

4.2 Child protection is part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

4.3 We recognise that, because of their day-to-day contact with our students, our school staff are best placed to identify concerns early, provide help for children (under the age of 18 years old) and prevent concerns from escalating. The school will therefore:

- provide a safe environment in which children feel secure, can learn and are encouraged to talk and are listened to;
- ensure that children know there are adults in the school whom they can approach if they feel worried;
- remember that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or that they may not recognise their experiences as harmful;
- be aware that children may be at risk of abuse or exploitation in situations outside their families in many ways including sexual abuse, domestic abuse in their own intimate relationships, criminal exploitation, serious youth violence, county lines and radicalisation.
- offer opportunities in the PSHE curriculum for children to develop the skills

- they need to recognise and stay safe from abuse (including content that explores child on child abuse and online safety training);
- safeguard and protect children from harmful and inappropriate online material by having in place appropriate filters and monitoring systems on the school IT systems, ensure the school maintains policies and procedures designed to promote online safety, consider online safety when planning the curriculum including in respect of online learning, teacher training and the role of the DSL and follow the advice on online safety contained in *Keeping Children Safe in Education 2022*;
- ensure that there is a Designated Safeguarding Lead (DSL) who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care;
- identify children who may benefit from Early Help Services which provide support as a problem emerges at any point in a child's life;
- ensure that any staff member who has a concern about a child's welfare follows the referral processes set out in this policy and
- ensure that any adult student (over the age of 18 years old) is supported to access appropriate adult services to meet their safeguarding needs.

4.4 Practitioners should be alert to the potential need for Early Help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

4.5 All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events which can be covered by one description or label. In most cases, multiple issues will overlap. School staff should be aware of the definitions of the main categories of abuse as set out in 'Keeping Children Safe in Education 2022' (Part 1) which include physical abuse, emotional

abuse, sexual abuse and neglect.

- 4.6 Abuse, falling within the categories referred to in paragraph 4.5, can take many forms, which may include: child sexual exploitation (including forced marriage and female genital mutilation), bullying (including cyberbullying), abuse related to drugs and/or medication, fabricated and induced illness, gender based violence/ violence against women and girls, faith abuse, child on child abuse (see para 5.5), radicalisation, consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery), trafficking and teenage relationship abuse, as well as abuse related to gangs and youth violence, gender identity and sexuality, mental health, domestic abuse (including the witnessing of domestic violence), and private fostering. The above list is not fully comprehensive and staff seeking information and guidance on particular safeguarding issues should consult Appendix B *Further Sources of Information* of 'Working Together to Safeguard Children and school policies relating to particular forms of abuse as specified in paragraph 3 (*Relationship to other policies*).
- 4.7 All school staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained staff should attempt to make a diagnosis of a mental health issue. School staff, because of their day to day contact with children, are well placed to observe children and identify changes in behaviour. If any member of staff has a concern about a child's mental health which is also a safeguarding concern they should immediately inform the DSL.

## **5. Procedures**

- 5.1. We will follow the reporting procedures as set out in the Department for Education's Keeping Children Safe in Education 2022 and summarised in Appendix A and take account of any updates issued by the DfE or the local Safeguarding Children Boards.
- 5.2. All staff must follow the guidance set out in Appendix B (*Responding to disclosure – guidance for staff*) if a child tells them he/she is being abused or neglected. Staff must know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- 5.3. All staff will record their concerns and actions on the school's safeguarding software 'MyConcern'. All new staff are trained in using this software as part of their induction programme.

- 5.4. If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately (see Appendix C). Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.
- 5.5. All staff should recognise that children are capable of abusing their peers. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) and initiating/hazing type violence and rituals.
- 5.6. Allegations of child-on-child abuse will be investigated, recorded on MyConcern and dealt with, as appropriate. Abuse is abuse and will not be tolerated. Inappropriate behaviour by a child towards another child which does not constitute abuse will be dealt with in accordance with the Behaviour and Anti-Bullying Policies. Further guidance on how to respond to reports of sexual violence and sexual harassment can be found in KCSiE 2022 Part 5
- 5.7. In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).
- 5.8. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- 5.9. At Farmor's School, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors.
- 5.10. Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.
- 5.11. Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.
- 5.12. The headteacher must decide whether the concern is an allegation or low-level concern and direct the DSL to take appropriate action. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).
- 5.13. It is an allegation if the person\* has:
  - behaved in a way that has harmed a child, or may have harmed a child

and/or;

- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (this also includes behaviour outside the school).

(\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay' by the Headteacher.

5.14. Before contacting the LADO, basic enquiries will be conducted in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

5.15. Concerns may be graded Low-level if the concern does not meet the criteria for an allegation and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

5.16. If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

5.17. Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

5.18. Staff should be encouraged and feel confident to self-refer to the DSL/Headteacher, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

5.19. Low-level concerns should be recorded using our online portal (Confide) and shared with the DSL/Headteacher, including:

- name\* of individual sharing their concerns
  - details of the concern
  - context in which the concern arose
  - action taken
- (\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

5.20 The procedure for dealing with low-level concerns is set out in the school's Conduct Policy. The headteacher will determine whether the concern constitutes an allegation of harm or a low-level concern, and act in accordance with the appropriate procedure.

5.21 Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Records are regularly reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

5.22 If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

5.23 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information is vital for effective identification, assessment and allocation of appropriate service provision.

## **6. Support for pupils**

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

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- ensuring that, through the school Behaviour Policy, the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social care, Children and Adolescent Mental Health Service, and the educational psychology service; and
- ensuring that when a pupil who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

6.2 All staff should have the skills, knowledge and understanding to keep Looked After and previously Looked After children safe. It is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group (see the Looked After Children policy).

6.3 Children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges and may need extra pastoral support. Staff must be aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any sign; and
- communication barriers and difficulties in overcoming these barriers

6.4 Children who may be lesbian, gay, bi or trans (LGBT) is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children.

6.5 Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Farmor's School, we endeavour to reduce the additional barriers faced by providing a safe space for them to voice any concerns (lunchtime club in The Centre)

## **7. Roles and responsibilities**

7.1. A nominated governor, who has received appropriate training is responsible for ensuring that the school follows the correct procedures regarding child protection and safeguarding and has appropriate policies in place. The identity of the nominated governor is kept on the list of nominated persons available from the school.

7.2. The nominated governor must check the School Central Record and training records, and monitor that procedures are robust, on a termly basis.

7.3. The Headteacher must:

- ensure that the school has a designated senior person for safeguarding who has received appropriate training and support for this role and is part of the school's senior leadership team;
- ensure that parents have an understanding of the responsibility placed on the school for child protection by setting out its obligations on the school website and other appropriate documents;
- ensure that the school's Allegations of Abuse by Staff Policy reflects government and GSCB guidance and that the correct procedures are followed when an allegation is made against a member of staff (including supply, agency staff or contractor), volunteer or governor;
- ensure that the school's Recruitment and Selection Policy reflects government and GSCB safe recruitment guidance and is followed.

7.4 The DSL is supported by three trained deputies. In the absence of the DSL, all staff should be told which deputy DSL is available.

The DSL must:

- refer cases of suspected abuse to the local authority children's social care as required;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters and attend planning meetings and core group meetings for children with a Child Protection Plan and contribute to assessments and plans;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or leaves due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the police as required (see 'When to call the police NPCC');
- if required, become involved in the assessment and management of a high-risk offender pursuant to the Multi Agency Public Protection Arrangements (MAPPA);
- where appropriate, make enquiries regarding a child's involvement in the Multi Agency Risk Assessment Conference (MARAC) process by contacting the Central Referral Unit at Gloucestershire Public Protection Bureau.
- keep written records of concerns about our pupils, even where there is no need to refer the matter immediately;
- keep all records relating to safeguarding securely, separate from the main pupil file and in locked locations;
- monitor attendance patterns of all pupils;
- ensure the statutory transfer form and all educational records, including information relating to child protection concerns, are sent when a pupil moves school;
- follow the statutory guidance Children Missing Education 2016 if it is unclear where a pupil is moving to, or if we are unable to ascertain a pupil's previous school, or acquire previous records;
- ensure a child's wishes are taken into account when determining actions;
- complete the Gloucestershire Safeguarding Children Board (GSCB) audit annually and follow through on actions arising;
- ensure that all staff and Governors have read and understood Part 1 and Annex A of 'Keeping Children Safe in Education';
- be aware of the requirement for children investigated by the police to have an Appropriate Adult;
- ensure that all safeguarding protocols and applicable school policies are applied on school trips and visits and during extra-curricular activities;
- if the school premises are used for non-school activities ensure the body concerned has appropriate safeguarding and child protection policies in place, including inspecting these as needed and reporting to the governors;

- follow up any referrals with agencies to be assured that action is being taken or that alternative support is recommended and when issues cannot be resolved use the relevant local authority's escalation policy; and
  - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- 7.5 As part of our commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model. Encompass is the process sharing information between police and schools where there has been a reported incident of Domestic Abuse. In signing up to Gloucestershire Encompass the Governing Board and Senior Leadership Team:
- endorse the Gloucestershire Encompass Model and support the key adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
  - promote and implement Gloucestershire Encompass processes and use these in accordance with the school's own safeguarding children processes.
  - recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection (Data Protection Act 2018).
- 7.6 The School Business Manager must check the School Central Record and training records on a monthly basis. The School Central Record must include the names of all staff (including supply teachers), governors and volunteers.
- 7.7 Every member of staff (including temporary and supply staff), volunteers and governors must ensure that they know the name of the Designated Safeguarding Lead responsible for safeguarding and child protection and their role, and must recognise that all staff may raise concerns with Children's Social Care services directly as provided in Appendix A (Actions where there are concerns about a child).
- 7.8 All staff, volunteers and governors have a responsibility to be alert to the signs of abuse (as detailed in para 4.5), to be aware of the provisions of Appendix B (Responding to disclosures – guidance for staff) and must refer any concerns to the DSL.
- 7.9 All staff must be aware of the school's Early Help process (as published on the school's website) and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help assessment.

- 7.10 Staff should be aware of the signs and symptoms of female genital mutilation as set out in the statutory guidance *Multi-Agency Guidance on Female Genital Mutilation*. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. It is recommended that a report is made by calling 101, the single non-emergency number and that this is done as soon as a case is discovered, or by the close of the next working day.
- 7.11 Staff and pupils receive education about child sexual exploitation (CSE) and children are given advice on how to keep themselves safe at an age-appropriate level. Staff should be alert to the risk of child sexual exploitation and any concerns must be shared with the DSL who should act in accordance with GSCB guidance and practice as to use of the CSE screening tool with the pupil. The school works with other agencies to identify and reduce the risks of CSE. The school works to raise awareness of CSE with parents and directs them to sources of advice and information.
- 7.12 Protecting children from radicalisation is part of a school's wider safeguarding role under the Prevent Duty as set out in the Counter Terrorism, and Security Act, 2015 and staff are provided with training to raise their awareness of the Prevent Duty. The DSL is the Prevent Lead.
- 7.13 Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation or being drawn into terrorism and contact the police or the children's help desk. Staff will need to seek advice from the DSL who will assess the risk of pupils being radicalised and drawn into terrorism.
- 7.14 In order to minimise risk the school actively promotes British values in the curriculum and ensures the school has in place IT policies and suitable filtering to ensure children are safe from terrorist and extremist material when in school. The school will consider active engagement with parents and families in pursuance of the Prevent duty as they are in a good position to observe signs of radicalisation.
- 7.15 All staff must consider safe working practices and follow the guidance outlined in the Code of Conduct (for adults working with children at Farmor's School).

## **8. Training**

- 8.1 All staff (including the Headteacher and Governors) must receive appropriate E-Safety and Child Protection training every three years and the Designated Safeguarding Lead (and deputies) must update their training every two years. All members of the Senior Leadership Team must, at all times, have completed up to date Safer Recruitment Training so that there will always be at least one trained person involved in every recruitment process.

- 82 The Designated Safeguarding Lead will ensure that all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 83 All staff and governors must sign an annual declaration stating that they have read part 1 and Annex A of Keeping Children Safe in Education.
- 84 The Designated Safeguarding Lead will ensure that all staff receive a revised copy of the GSCB Safeguarding Children Quick Reference for new school staff or volunteers at the start of each year.
- 85 The School Business Manager will ensure that all new staff receive safeguarding training, access to this policy and read part 1 and Annex A of Keeping Children Safe in Education statutory guidance within seven days of the start of their employment as part of their induction.

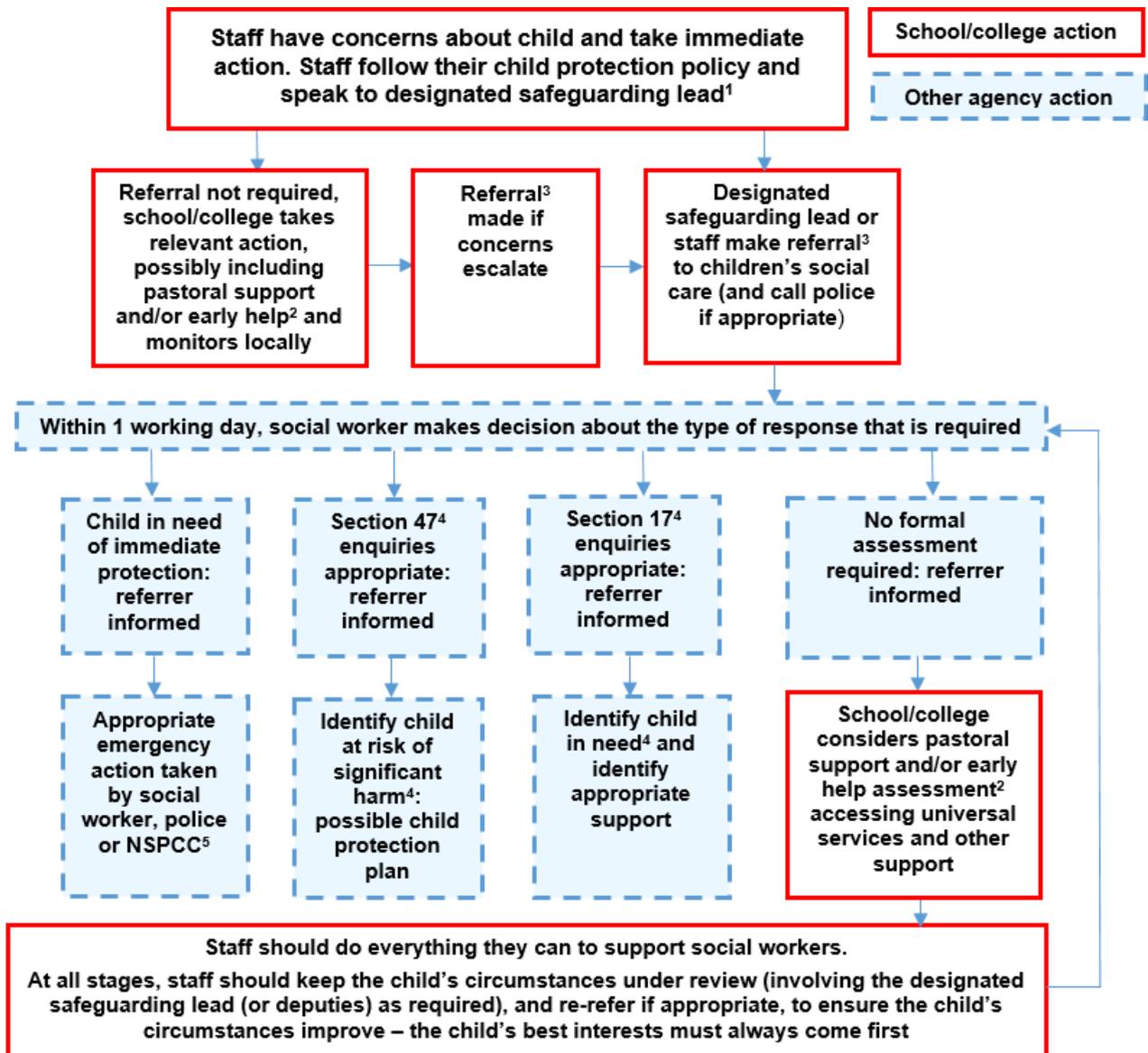
## **9. Communication**

- 9.1. All staff, volunteers and visitors must understand that safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or the Headteacher.
- 9.2. All visitors must be asked to read the Safeguarding Information for visitors as part of the signing in process. The Designated Safeguarding Lead's name and contact details are also available on the reverse of the visitor badge.
- 9.3. The Designated Safeguarding Lead will ensure the relevant social worker is notified if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan.
- 9.4. The Headteacher will ensure that concerns regarding child protection about adults working in the school are referred to the Local Authority Designated Officer (LADO), by the Headteacher and that the school acts in accordance with the school's Allegations of Abuse by Staff Policy. If the concern relates to the Headteacher, then the Chair of Governors will report to the LADO.
- 9.5. The school has a commitment to working in partnership with parents or carers and, if appropriate, will share concerns with parents unless to do so would place the child at an increased risk of significant harm.
- 9.6. The school encourages parents to disclose any concerns they may have with the Designated Safeguarding Lead. Parents are made aware of our Safeguarding Children Policy and procedures, and these are available on the school website.

## **10. Monitoring, reporting and evaluation**

- 10.1. This policy will be reviewed annually by the Designated Safeguarding Lead.
- 10.2. Safeguarding is a standing agenda item at all Senior Leadership Team meetings and Governor meetings.
- 10.3. The Designated Safeguarding Lead, the nominated governor for safeguarding and the School Business Lead will complete the GSCB audit on an annual basis and conduct a six-month review as required by the terms of the audit document.
- 10.4. The Safeguarding Strategy Group will meet at regular intervals to discuss and review practice and procedures. The group includes the Headteacher, Designated Safeguarding Lead, School Business Lead, Deputy Designated Safeguarding Leads, PSHE Coordinator and the nominated governor for safeguarding.
- 10.5. The nominated governor checks the central record and training records, on a termly basis, and monitors that procedures are robust.

### Actions where there are concerns about a child



## **Responding to Disclosures – guidance for staff**

If a child wishes to confide in you the following guidelines should be adhered to:

### **Be honest**

- Do not make promises that you cannot keep
- Explain that you will be talking to Ms Sturla\* about what they have shared

*\*Designated Safeguarding Lead*

### **Create a safe environment**

- Stay calm
- Reassure the child and stress that he/she is not to blame
- Tell the child that you know how difficult it must have been to confide in you
- Listen to the child and tell them that you believe them and are taking what is being said seriously

### **Record exactly what has been said to you and include:**

- Child's name, address and date of birth
- Date and time of any incident
- What the child said and what you said
- Your observations e.g. child's behaviour and emotional state
- Any action you took as a result of your concerns – specific information about who you spoke to, names, phone numbers and resulting actions
- Sign and date the record (add to My Concern as soon as possible)

### **Be clear about what the child says and what you say**

- Do not interview the child and keep questions to a minimum
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers

### **Maintain confidentiality**

- Only tell those people that it is necessary to inform

### **Do not take sole responsibility**

- Immediately consult the DSL so that any appropriate action can be taken to protect the child if necessary
- The DSL will refer these concerns to Social Care before the child goes home, if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
- Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral
- Social Care will advise about if and when to share information with parents where *there are concerns* that this may be putting the child more at risk.

## Appendix C

Designated Safeguarding Lead (DSL): Noelle Sturla

Deputy DSL: Sarah Crawford (KS5)

Deputy DSL: Sarah Dawson (KS4)

Deputy DSL: Laura Hubbard-Miles (KS3)

Safeguarding Governor: Elizabeth Knox

### Useful contact numbers:

Agency	Contact number
Gloucestershire MASH (Multi Agency Safeguarding Hub)	01452 426565
Gloucestershire Community Social Work Team	01452 426263
Gloucestershire Early Help (Cotswold)	01452 328101
Swindon MASH	01793 466903
Swindon Early Help Team	01793 466903
Wiltshire MASH	0300 456 0108
Wiltshire Early Help Team	0300 456 0108
Oxfordshire MASH	0345 050 7666
Oxfordshire Early Help Team (No names consultations)	0345 241 2608