



Gloucestershire Safeguarding Children Board
**Safeguarding Children
Handbook**

www.gscb.org.uk/handbook



A handbook for
Designated Safeguarding
(Child Protection) Leads in

Educational Settings

Live Version



Change for Children

Amended January 2016

Please do not print this Handbook. Always use from the website to ensure that you have the most up to date version.

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Glossary

CEOP	Child Exploitation and Online Protection Centre
CIN	Children in Need
CP	Child Protection
CSE	Child Sexual Exploitation
CWD	Children with Disabilities
CYPS	Children & Young People's Service (the combined children's services from the former Social Services and Education)
DA	Domestic Abuse
DARP	Domestic Abuse Referral Process
DBS	Disclosure and Barring Service
DOE	Department of Education
DSL	Designated Safeguarding Lead
ESCALATION	Resolution of Professional Differences (Escalation) Policy
FGM	Female Genital Mutilation
GASB	Gloucestershire Adult Safeguarding Board
GDAS	Gloucestershire Domestic Abuse Services
GPPB	Gloucester Public Protection Bureau
GSCB	Gloucestershire Safeguarding Children Board
LA	Local Authority
LADO	Local Authorities Designated Officer
LT	Locality Team (Hub)
MAPPA	Multi Agency Public Protection Arrangements
MARAC	Multi Agency Risk Assessment Conference
MASH	Multi Agency Safeguarding Hub
R&AT	Referral and Assessment Teams
SCR	Single Central Record
SCS	Safeguarding Children Service (Previously known as the Child Protection Unit)
Section 17	A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.
Section 47	If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable a decision to be made to decide whether action should be taken to safeguard and promote the child's welfare.
Section 20	Under Section 20 of the Children Act 1989, the local authority has a duty to accommodate such children in need in their area.
Section 31A	Where a child is the subject of a care order, the local authority, as a corporate parent, must assess the child's needs and draw up a care plan which sets out the services which will be provided to meet the child's identified needs.
Section 175 Section 157 (for academies/independent schools)	Section 175/157 of the Education Act 2002 came into effect on the 1st June 2004. Section 175/157 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children.
TST	Targeted Support Team

Changes in Terms

Previously:	Now known as:
Child Protection Register	Child with a Child protection Plan
Child Protection Unit	Safeguarding Children Service
Area Child Protection Committee	Gloucestershire Safeguarding Children Board
Department for Children, Schools and Families	Department of Education
Criminal Records Bureau	Disclosure and Barring Service
Independent Safeguarding Authority	Disclosure and Barring Service
Designated Child Protection Officer (DCPO)	Designated Safeguarding Lead (DSL)

Do not print this handbook – it will be updated constantly so always use the online version at <http://www.gscb.org.uk/handbook>

You may also like to become part of the GSCB website updates mailing list, by sending an e-mail to gscb@gloucestershire.gov.uk with the subject heading "subscribe".

Useful Links

You will notice some words in this document that are underlined in blue. These are straight links to related websites for those who are using this as an online document.

For those using this as a hardcopy document, you may access the websites using these short links below. If you have any queries or require help in this process please e-mail us at mail@gscb.org.uk.

Working Together to Safeguard Children 2013	http://www.gscb.org.uk/CHttpHandler.ashx?id=55161&p=0
Working Together to Safeguard Children 2010	http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00305-2010
Safeguarding Children in Schools 2004	https://www.gov.uk/government/publications/keeping-children-safe-in-education
Keeping Children Safe in Education 2014	https://www.gov.uk/government/publications/keeping-children-safe-in-education
Data Protection Act 1998	www.opsi.gov.uk/acts.htm
The Children's Act 1989	
The Children's Act 2004	
Department for Education for Safer Recruitment Training	http://www.education.gov.uk/childrenandyoungpeople/healthandwellbeing/safeguardingchildren/b00203550/safer-recruitment-training/online
Guide to Safer Working Practice	http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols
Child Exploitation and Online Protection Centre (CEOP)	http://www.ceop.police.uk/

South West Grid for Learning	http://www.swgfl.org.uk/
Disclosure and Barring Service	https://www.gov.uk/government/organisations/disclosure-and-barring-service

You will also find some related links on the following websites:

Domestic Abuse	www.ghll.org.uk
Anti-Bullying	www.ghll.org.uk
Information for School Governors	http://www.gloucestershire.gov.uk/schoolsnet/governors
Children and Young People's Partnership Plan	http://www.gloucestershire.gov.uk/cyppp

You will also find some useful links on the **GSCB website**: www.gscb.org.uk

Handbook for educational settings	www.gscb.org.uk/handbook
Child Protection Procedures	http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm
Multi-agency child protection training	http://www.gscb.org.uk/article/113295/Safeguarding-training
Child Sexual Exploitation Screening Tool	http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols
Head Teachers Flowchart	http://www.gscb.org.uk/CHttpHandler.ashx?id=60185&p=0

Within the GSCB Child Protection Procedures, you will also find some specific procedures as follows (http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm). These and the full list can be found under the section for Specific Procedures. You can then scroll down to the appropriate circumstance.

Serious Case Review Procedures
Guidance for staff in dealing with young people involved in underage sexual activity
Violent Clients: The sharing of information between agencies when there is risk of violence from Service Users

Chapter 1: Introduction

- 1.1** This handbook is designed as a resource to support the Designated Safeguarding (Child Protection) Lead (DSL) in any educational setting. It is not intended to replace the existing South West or Gloucestershire Child Protection Procedures which may be found by visiting http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm and which set out the procedures which must be used when dealing with any safeguarding matters. It is hoped that the information and case studies included in this handbook will be helpful in enabling all professionals who work with children and young people in any educational setting to feel confident in their role of safeguarding.
- 1.2** The handbook outlines elements of safeguarding procedure that designated members of staff must know and actions they must take in responding to concerns about children and young people. These procedures form part of the multi-agency South West and Gloucestershire Child Protection Procedures.

1.3 Principles

The Gloucestershire Safeguarding Children Board (GSCB) is responsible for co-ordinating what is done by each person or organisation represented on the Board for the purposes of safeguarding and promoting the welfare of children in Gloucestershire - and checking that what they do is effective. The Board functions include making sure safeguarding policies are in place; communicating the need to safeguard children; evaluating the effectiveness of what is done by Board partners to safeguard children; and making sure lessons are learnt from Serious Case Reviews.

The Executive of the Board is the committee that oversees the work of the sub groups, feeding information up to the larger Board. In the other direction, it takes information, ideas and concerns from the Board and considers how this should be actioned and which sub groups should be responsible. The GSCB Sub-groups include:

- Policy & Procedures
- Monitoring & Performance
- Serious Case Review
- Education and Learning
- Training
- Communications

The GSCB has worked to align structure and priorities as closely as possible with the Gloucestershire Safeguarding Adults Board (GSAB). Part of this has been to look closely at the work of both Boards, bringing them together wherever there is an overlap.

1.4 Legislative Framework

- Working Together to safeguard Children 2013
- Children's Act 1989 and 2004
- Keeping Children Safe in Education 2014
- Data Protection Act 1998
- Childcare Act 2006

Chapter 2: Responsibilities of the Designated Safeguarding (Child Protection) Lead

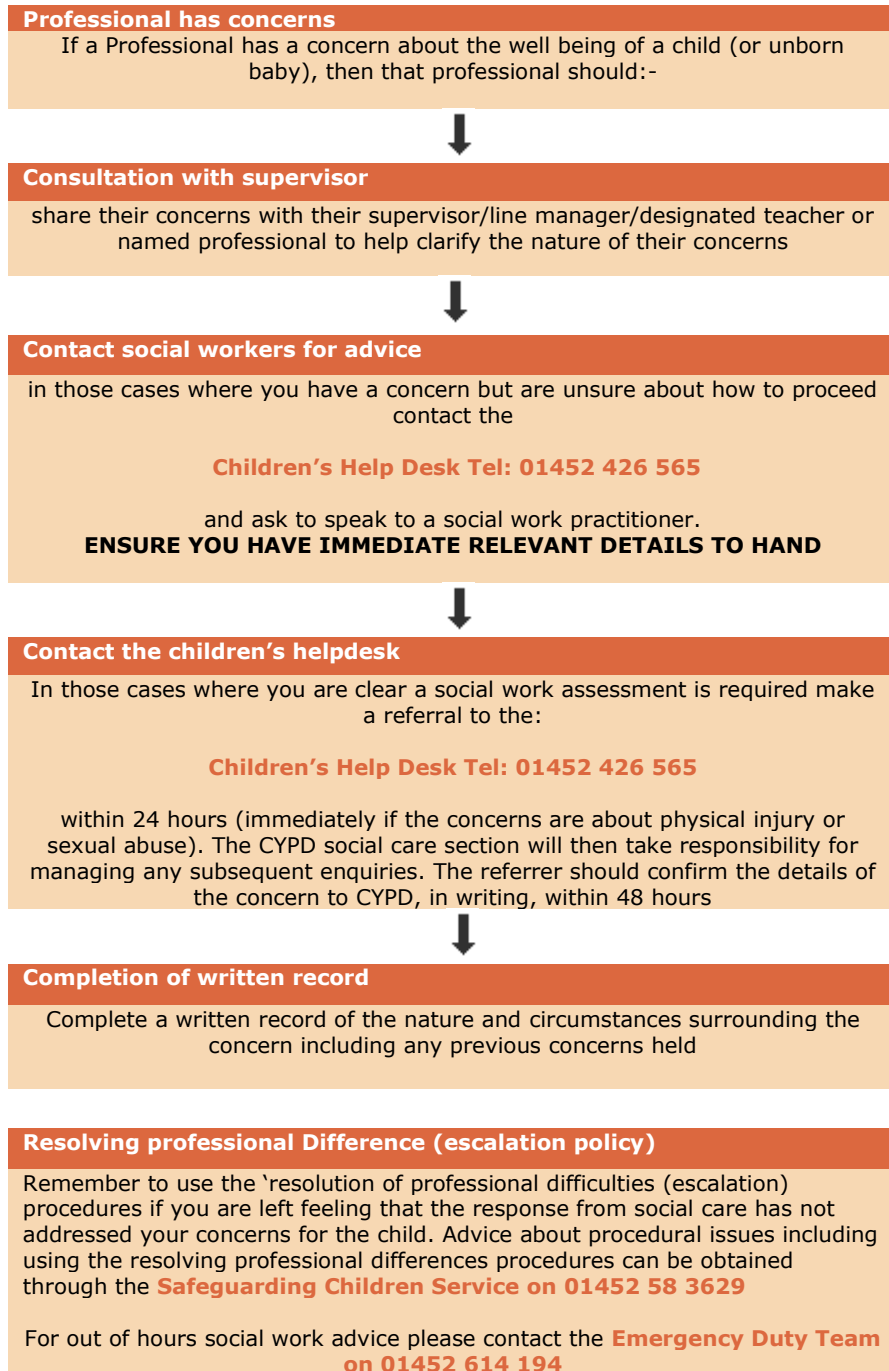
The Headteacher or equivalent has overall responsibility for all procedures within the school. Working with the Headteacher, the Designated Safeguarding Lead (DSL) has responsibility for the following:

2.1 Procedure where abuse is suspected/disclosed:

Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, should immediately inform the designated person within the educational setting.

If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. No promise of confidentiality should be made.

The designated person should briefly and accurately record the concern and the child's comments in writing and then follow the process below (from GSCB Procedures http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm)



Educational settings, Learning Mentors, School Nurses, Health Visitors, Prospects and Education Entitlement & Inclusion Officers are reminded that any concern regarding attendance coupled with illness or reticence to share information or delaying tactics used by parents should be discussed, see stage 4 of the above process.

The referral form for the children's helpdesk is included as **Appendix 1**

Issues such as informing the parents, contacting the police and whether it's safe for the child to return home, can be discussed at a strategy meeting following referral. It is good practice to inform parents that a referral has been made except in cases of serious physical abuse or child sexual abuse when to do so might put the child at greater risk of harm. In this situation parents should not be informed without taking further advice.

If there is an injury which requires immediate treatment the designated person should arrange this without delay, in whichever way seems appropriate, and then continue to follow the procedures above.

2.2 Procedure covering alleged child abuse by members of staff – including supply or agency workers, contractors, governors or volunteers.

If an allegation of abuse is made against a member of staff, the Government's Allegations Management Procedures (from Working Together 2013) must be implemented. The South West have adopted the processes laid out in the 2010 version which can be found on the GSCB website on the South West Procedures Link <http://www.online-procedures.co.uk/swcpp/> . The designated person should immediately contact the most senior person not implicated in the allegation, this is usually the Head teacher (or equivalent in the setting), who must in turn contact the Local Authority Designated Officer for Allegations (LADO) on 01452 426994 for an Initial Discussion. It is not the responsibility of the DSL to oversee the Allegations Management process.

If necessary, the Head teacher, Local Authority Designated Officer, Social Worker representatives of the Safeguarding Children Service, HR and Police will then convene a multi-agency Allegations Management Meeting urgently to plan any further appropriate action. The setting should not carry out an investigation until this meeting has taken place in case the allegation meets the criminal threshold.

To ensure that staff keep themselves safe and to minimise the risk of allegations of abuse with regards to restraint of pupils, please see Guidance for Safer Working Practice <http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols> . Early Years professionals must refer to the Early Years Foundation Stage <https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years/supporting-pages/early-years-foundation-stage>

2.3 Procedure covering alleged abuse by Head teacher (or equivalent)

If the complaint has been made against the Head teacher (or equivalent within the setting), responsibility for following the Allegations Management procedures (see 2.2 above) will depend on the organisation of the educational setting. In a school/setting, the Designated Safeguarding Lead should contact the Governor with Child Protection responsibilities or the Chair of Governors who in turn should immediately contact the Local Authority Designated Officer for Allegations (LADO) on 01452 426994. Care should be taken to ensure that other staff and governors are only informed if necessary as it is important to ensure enough governors are able to participate in a disciplinary process should this be required. In educational settings with no Governors or Deputy Head, provision for this eventuality should be included in any Safeguarding/Child Protection Policy within the setting. **See Appendix 2 for guidance on what your policy should include.**

For Independent Schools (including academies, free schools and alternative provision academies) any allegations made against the Head Teachers/Proprietors/Principles must be reported directly to the Local Authority Designated Officer i.e. Rather than to the nominated governor.

2.4 Procedure where the Head teacher (or equivalent) is the designated person for child protection

A member of staff receiving a complaint against a Head teacher who is the designated person should report it immediately to the Deputy Head teacher, or to the Governor with CP responsibilities or Chair of

Governors who should in turn immediately contact the Local Authority Designated officer for Allegations (LADO) on 01452 426994.

2.5 Maintaining records & logs of safeguarding issues

The DSL is responsible for collating all appropriate information on individual children, including a confidential record of all pupils who have a Child Protection Plan (previously called being 'on the Child Protection Register') and making sure that records are passed on when a child transfers school/setting in any circumstances including progression post 16. Since May 2000, when a child transfers schools/settings, the Head Teacher must send to the new school/setting (maintained or independent):

- The completed statutory transfer form
- All educational records relating to the child, including copies of the pupil reports and any information regarding child protection concerns.

If school/setting is unclear where a pupil is moving, the Headteacher should follow the Children Missing Education guidance and liaise with the Education Entitlement and Inclusion team before deleting the pupil's name from the school admissions register. Schools/settings should also check the National Missing Children database for pupils arriving with no records from previous schools/settings or where the previous school/setting is not known. See <http://www.gloucestershire.gov.uk/schoolsnet/article/114779/Children-missing-education> or email missingpupils@gloucestershire.gov.uk .

The DSL should monitor attendance patterns and refer to the Education, Entitlement and Inclusion team where appropriate, collate the appropriate information for reports to be presented at Child Protection Conferences, maintain records and manage the education contribution to the Child Protection Plan recommended at the Child Protection Conference. S/he should also maintain up to date written records of visits from other agencies.

Following recommendation from several Serious Case Reviews undertaken by the GSCB, all records must be written legibly, dated and signed and should follow in a clear chronological order, including a chronology form (see [Appendix C](#)) Care should be taken when storing records in both paper and electronic form. Child Protection records will contain personal data and their use must comply with the Data Protection Act 1998. This gives responsibilities to keep information accurate, relevant and secure and to ensure that there is a justification for holding the information (see [section 1.4](#)). Data Protection is not a barrier to sharing information between professionals but ensures that information is shared appropriately. Individuals have a right of access to information held about themselves but there are exemptions to this. You should always take advice via the Safeguarding Children Service or from the setting's own legal adviser before providing access to Child Protection (Safeguarding) records.

2.6 Training

All DSLs must undertake the GSCB multi agency training every 2 years. Courses are advertised regularly on the GSCB website and may be booked by filling in and e-mailing the course booking form available online or by contacting the Safeguarding Children Service training section on 01452 583621. For new DSLs, the training is one day (Multi Agency Child Protection Training). For those DSLs who only require a refresher, the training is half a day (Revision and Update). The link for booking either of these courses is: <http://www.gscb.org.uk/article/113487/Dates-and-information-on-training>

The DSL is responsible for ensuring that all staff, including all support staff, cleaners, catering staff and volunteers in the setting undertake whole staff refresher training every 3 years. This training takes the form of a 2 hour twilight session delivered in the educational setting and may be booked by contacting 01452 426994. Governors/Management committee members can also be invited to attend this training session.

It is a prerequisite that all DSLs undertake the basic whole school refresher training or E-Learning child protection course before undertaking the multi agency training.

The GSCB has 5 e-learning packages to provide professionals with a flexible and convenient way to enhance their knowledge and awareness. The packages available cover the following subjects: Basic Child Protection, Domestic Abuse, Parental Substance Misuse (Hidden Harm), Safeguarding Leadership and Child

Sexual Exploitation – for supervisors, frontline and senior managers (please note that this leadership course is not a substitute for the 2 yearly DSL multi agency course requirement).

As part of the GSCB awareness raising campaign on the issues around Female Genital Mutilation we are championing the free e-learning course launched by the Home Office. **Sign up for the free training by visiting www.fgmelearning.co.uk**

Access to all the E-Learning is free for staff from any organisation in Gloucestershire, user names and passwords for each individual course are available by contacting mail@gscb.org.uk. **Please include your full name, details of your agency and which e-learning course you wish to take.** Please note there are separate usernames/passwords for each of the courses – **you cannot use the same username/password for different courses.**

To log on to a course

1. Obtain Username and Password as instructed above.
2. Ensure you work on a computer attached to a printer. You are not able to print your certificate off at a later date
3. Log on to the KWANGO website at www.Kwango.com
4. Type the username and password into the logon boxes
5. You will be taken straight to the 'launch page' for your e-learning course
6. Press the 'Launch' button and the course will begin
7. The computer used must be attached to a printer before you start, in order for you to obtain a certificate

2.7 Exclusion of Children with a Child Protection Plan

Children with a CP plan are more at risk of harm if their family is placed under unexpected stress. <http://www.gscb.org.uk/CHttpHandler.ashx?id=42274&p=0> is a leaflet outlining the requirement for a Core Group meeting prior to any exclusion for a child on a CP Plan. The DSL should discuss any exclusion with the Head teacher and bring their attention to the need for the school to contact the child's social worker before taking action to exclude.

2.8 Domestic Abuse Referral Process

The aim of the process is to reduce harm caused by domestic abuse to children. DARP was developed in order to provide a multi agency response to referrals of domestic abuse where children are involved, and to offer early intervention and support to the victims and children. The cases discussed at DARP are ones where children are **not already open** to Social Care.

If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Abuse falls into this category.

The Multi-agency response team consists of representatives from the Police, CYPD, Health and CARP (Domestic Abuse Helpline for victims). They meet on a regular basis to discuss the cases, share information and make informed decisions about actions.

For more information on this process please contact the Strategic County Domestic Abuse and Sexual Violence Co-ordinator faye.kamara@gloucestershire.pnn.police.uk on 01242 247933

2.9 Multi-Agency Safeguarding Hub (MASH)

Gloucestershire Multi Agency Safeguarding Hub (MASH) is a new team working to keep children and vulnerable adults safe in the county which will increase coordination and improve information sharing across partners with a safeguarding responsibility. It will help partners take early action to support people at risk from harm and coordinate investigations across different organisations working to keep people safe.

Although MASH is new, there are no changes to the way safeguarding concerns are reported.

If you are worried about the safety of a child or vulnerable adult please continue to report concerns in the same way, giving as much detailed information as possible.

So, what is MASH?

A team of safeguarding professionals from Gloucestershire County Council Children and Education Services, Gloucestershire Police, Youth Support Service, the Gloucestershire Health community and Gloucestershire Domestic Abuse Support Service (GDASS), all working under one roof from the Gloucestershire MASH office at Wilton House, Cheltenham.

Gloucestershire County Council's Safeguarding Adult Team is working closely with Gloucestershire MASH, and representatives from this team will be moving into Wilton House, Cheltenham later this summer.

What will happen when I report a safeguarding concern?

Once you have contacted the Adult or Children Helpdesk with a concern about a vulnerable adult or child, this will be referred to safeguarding professionals working within the Gloucestershire Multi Agency Safeguarding Hub (MASH).

By working closely together and sharing information, professionals working in Gloucestershire MASH can build a clearer picture about the needs of vulnerable people.

As a result, Gloucestershire MASH will give practitioners the information they need to make decisions about what action is needed to help keep people safe.

By giving professionals working with children and vulnerable adults the information they need to plan support we can get people the right help at the right time, making things better for them.

You can find out more about Gloucestershire MASH by visiting the professionals section of the Gloucestershire Safeguarding Adult Board and the Gloucestershire Safeguarding Children Board websites.

<http://www.gscb.org.uk>

<http://www.gloucestershire.gov.uk/gsab>

Chapter 3: Responsibilities of the Head teacher/Setting

The ultimate responsibility for Safeguarding Children in any educational setting lies with the Head teacher or equivalent. Safeguarding Children includes Child Protection but also takes a wider role. Every educational setting must have a Safeguarding (Child Protection) policy which, in conjunction with its Pastoral, Behaviour, SEN, First Aid and Anti-Bullying policies should enable pupils and staff to feel supported in a safe and caring environment.

3.1 Procedures

In conjunction with the DSL, the Head teacher and educational setting itself has the following responsibilities:

- **Single Central Record.**

Schools and colleges must keep a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record must cover the following people:

- all staff (including supply staff) who work at the school: in colleges, this means those providing education to children;
- all others who work in regular contact with children in the school or college, including volunteers; and
- for independent schools, including academies and free schools, all members of the proprietor body.

- Generally, the information to be recorded on these individuals is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:
 - an identity check;
 - a barred list check;
 - an enhanced DBS check;
 - a prohibition from teaching check;
 - further checks on people living or working outside the UK;
 - a check of professional qualifications; and
 - a check to establish the person's right to work in the United Kingdom.

For details of records that must be kept, see:

- for maintained schools: Schedule 2 to the School Staffing (England) Regulations 2009 and the School Staffing (England) Amendment Regulations 2013 for pupil referral units through the Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007
- for independent schools, (including academies and free schools and alternative provision academies and free schools): under the Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012
- for colleges: the Further Education (Providers of Education) (England) regulations 2006

Schools and colleges do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record. To help schools and colleges comply with the requirements of the Data Protection Act, where a school or college chooses to retain a copy they should not be retained for longer than six months. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept for the personnel file.

Prohibition Checks

Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Employer Access Online Service

<https://sa.education.gov.uk/idp/Authn/UserPassword> . Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication *Teacher misconduct: the prohibition of teachers*. Prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by NCTL. Pending such consideration, the Secretary of State may issue an interim prohibition order if he considers that it is in the public interest to do so.

Childcare Disqualification Requirements

In October 2014, the DfE published supplementary guidance to the Department's *Keeping Children Safe in Education* document which relates to 'childcare disqualification requirements'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362919/Keeping_children_safe_in_education_childcare_disqualification_requirements_-_supplementary_advice.pdf

[The Childcare Act 2006](#) and the [Childcare \(Disqualification\) Regulations 2009](#) place separate and additional requirements on schools. At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the regulations, the Act and Regulations disqualify staff from:

- providing early years childcare or later years childcare to children who have not attained the age of eight; or
- being directly concerned in the management of that childcare.

In addition to inclusion on the Children's Barred List, which would show on a DBS. There are now wider disqualification criteria including: ([see Regs 2009](#))

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

Lastly and importantly

- living in the same household where another person who is disqualified lives or works (disqualification 'by association') i.e barred by DBS or disqualified under the wider regulations.

This means that the following categories of staff (including employed, voluntary, agency, supply and contracted either supervised or unsupervised in nursery, primary or secondary school settings are covered by the Childcare (Disqualification) Regulations 2009. These are the same arrangements as those in place for registered childcare provision outside of schools and include:

- staff who work in early years provision (including teachers and support staff working in school nursery and reception classes);
- staff working in later years provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs, and after school provision;
- staff who are directly concerned in the management of such early or later years provision.

Schools are responsible for ensuring that all the staff they use have had the appropriate checks. This includes ensuring that staff working in these specified early and later years settings are suitable to do so. For Secondaries and Colleges this might include children attending placements and Early Years settings or primaries and those working in on-site nurseries.

Schools should ask **existing** staff working in these settings and those who are directly concerned in the management of such provision to provide the relevant information not only about themselves but also about a person who lives or works in the same household as them. They should also ask for this information as part of the **pre-employment** checks they undertake on appointing new staff.

The DfE advise that schools should ask:

- all existing workers appointed / engaged to work regularly with children under the age of 8 or managing provision for children under 8 whether they are suitable to do so under the Childcare (Disqualification) Regulations 2009 and to provide the same information on those who live or work in the same household as them;
- all new workers being appointed / engaged to work regularly with children under the age of 8 or managing provision for children under 8 to provide the same information as part of the school's pre-employment checks process.

In respect of agency workers and contractors, schools should seek written confirmation that the agency/contractor has checked whether any relevant individual has been disqualified from working with children.

To assist schools in seeking a self-declaration from relevant workers, we have provided a self-declaration form for individuals to complete (see **Appendix 7**). The outcome of the self-declaration should be recorded on the school's single central register.

Please note that the provisions relating to requirements to undertake a DBS and Barred List checks are not affected by the Childcare Disqualification check.

The requirement to provide the relevant information about a person who lives or works in the same household as them, guards against an individual working with young children who may be under the influence of a person who lives with them and where that person may pose a risk to children i.e. 'by association'.

Any relevant information passed to the school must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

What to do if you already have staff who are disqualified:

- Talk to your Local Authority Designated Officer (LADO) about existing arrangements (Telephone 01452 426994)

Where a school becomes aware that a member of staff is disqualified they should explain the implications to the individual and advise them that they can usually apply to Ofsted for a waiver of disqualification (Ofsted cannot, for example, grant a waiver to an individual who is on the Children's Barred List). Further

details about how to make an application for a waiver can be found in the Ofsted fact sheet: Applying to waive disqualification: early years and childcare providers.

Any relevant information passed to the school must be provided to the LADO and Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

Where to get advice

If you have any comments or questions about the disqualification requirements placed on schools by childcare legislation, or require clarification of any of the information provided in this advice, please contact the DfE using mailbox.disqualification@education.gsi.gov.uk

Advice on safeguarding matters and associated guidance can also be obtained from local children safeguarding boards, including Local Authority Designated Officers (LADOs).

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.

Advice on the criminal record information which may be obtained from overseas police forces, published by the Home Office, is on GOV.UK. The Department for Education has also issued guidance on the employment of overseas-trained teachers This gives information on the requirements for overseas-trained teachers from the European Economic Area to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

Agency and third-party staff

Schools and colleges must obtain written notification from any agency, or third-party organisation, they use that the organisation has carried out the checks on an individual who will be working at the school or college that the school or college would otherwise perform. This must include, as necessary, a barred list check, prior to appointing that individual. They must also check that the person presenting themselves for work is the same person on whom the checks have been made.

Trainee/student teachers

Where applicants for initial teacher training are salaried by the school or college, the school or college must ensure that all necessary checks are carried out. As trainee teachers can undertake regulated activity, sometimes unsupervised, an enhanced DBS certificate and barred list check must be obtained. Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks.

Below is a suggested Pro-forma

Identity				Qualifications		Barred List Check	DBS	Prohibition Check	Childcare Disqualification Requirements	Right to work in UK	Overseas Checks
Name	Address	DOB	Evidence & Date	Required? Y/N	Evidence & Date	Check Evidenced	Check Evidenced & Date	Check Evidenced & Date	Check Evidenced & Date	Check Evidenced & Date	Check Evidenced & Date

- **Child Protection Policy.**

The setting should also develop with Governors a Child Protection policy with procedures which are in line with the Gloucestershire Safeguarding Children Board Child Protection (and South West) Procedures (http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm) and which promote the care and welfare of pupils. This policy must be reviewed and presented to Governors annually. The GSCB Child Protection Procedures are only available online and updated regularly. The DSL must take responsibility to view this link regularly to see if there has been an update. All educational settings are strongly advised to subscribe to the GSCB alerts <http://www.gscb.org.uk/alerts>.

The setting should communicate the Child Protection Policy to all staff, parents and carers. It should also be communicated to pupils to encourage openness and enable pupils to understand what is and what is not acceptable behaviour towards them using accessible information and teaching styles. A suggested list of issues to consider including in your Child Protection policy can be found at [Appendix 2](#)

- **Working Safely.**

The setting should ensure all staff are provided with information to enable them to work safely with children. It is good practice to ensure this is provided in writing and the member of staff signs that they have received and read it <http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols>

- **Effective Working Arrangements.**

The setting should develop and maintain effective working arrangements with statutory agencies and other support services who have a shared responsibility for the protection of children.

3.2 Traumatic/Sudden Death

Guidance has been developed by the Child Death Overview Panel (CDOP) in conjunction with the Safeguarding in Education and Learning Group. The purpose of the pack is to provide a comprehensive guide to reacting to a child's traumatic death or a sudden death to include:

- Checklist of things to consider
- Immediate assistance available
- Support for families, pupils and staff
- Measures to help prevent further tragedies

When there is a child death in any circumstance, the school or educational setting will play an essential role in assisting the bereaved family, the child or young person's friends and the staff who worked closely with them. It is hoped that this pack will be a useful resource to call on in the most stressful (but hopefully rarest) of times. <http://www.gscb.org.uk/CHttpHandler.ashx?id=50277&p=0>

3.3 Record keeping and Monitoring of Pupils/Children

The DSL will keep child protection records in a secure and confidential place, however all school/setting staff must know where they are, how they are kept, and how to add concerns to them. Records must be written, dated and signed and kept in chronological order with a completed chronology form recording significant events. They must be passed on to any new educational setting should a pupil transfer, including post 16, and must comply with the Data Protection Act 1998 (see [section 2.5](#)).

If school/setting is unclear where a pupil is moving, the Headteacher should follow the Children Missing Education guidance and liaise with the Education Entitlement and Inclusion team before deleting the pupil's name from the school admissions register. Schools/settings should also check the National Missing Children database for pupils arriving with no records from previous schools/settings or where the previous school/setting is not known. See <http://www.gloucestershire.gov.uk/schoolsnet/article/114779/Children-missing-education> or email missingpupils@gloucestershire.gov.uk .

Educational settings must monitor the progress of pupils who have a Child Protection Plan (previously called being on the Child Protection Register) and must contribute to any Child Protection Conference, Core Group and Care Plan. Educational settings should decide who is the most appropriate representative to do this.

| Add in timescales for keeping records [\(this is currently being worded\)](#)

3.3a Record keeping and Children who are removed from roll for Elective Home Education

If a parental request is made for a child to be removed from roll to be educated at home, the setting should first obtain this request in writing and should then ensure that a referral is made to the Elective Home Education (EHE) team within the Local Authority on 01452 426960/427360. This is to ensure that the Local Authority fulfils its duty to ensure that a child being educated at home is receiving appropriate education and that the EHE Home Visitors are able to offer advice to parents who decide to home educate. It is not the parent's responsibility to inform the Local Authority, only the school/setting. The EHE Policy includes information for Home Visitors on Safeguarding and making referrals should this be necessary. If the setting is concerned that a child might be at risk of harm and has been removed for EHE the setting should follow the referral procedures. ([See page 6 above](#))

3.4 Preventing Abuse – including E Safety

E-safety is more than IT alone, it includes all electronic/digital equipment used in the setting, including personal electronic equipment and social media sites. The setting has a responsibility:

To integrate into any development plans a curriculum that promotes pupils' self esteem and teaches them how to protect themselves and to respect difference and diversity.

To organise the educational environment and accommodation to reduce unsupervised areas where pupils may be exposed to abuse and to ensure that there are sufficient quiet areas where pupils may talk privately with adults.

To provide support for pupils and staff involved in Safeguarding (Child Protection) investigations.

To address problems of bullying, racist, sexist, disablist and homophobic or any other abusive or inappropriate behaviour as soon as they are notified and to incorporate policy in this area into Safeguarding (Child Protection) and behaviour policies.

To ensure that Special Care must be taken to ensure that policies and those who implement them apply the same thresholds to children with a disability and ensure that concerns are followed up. Children with Disabilities are statistically more likely to be abused yet under-represented in Child Protection figures.

The setting should also look at E Safety issues and should have a current Acceptable Use Policy (AUP), which is reviewed annually, covering staff and students which includes:

- Digital media (including taking and using pictures without permission).
- All computers, laptops and storage devices holding personal and/or pupil data must be encrypted,
- All staff, governors and others must only use school based emails (no hotmail or others),
- E-mails from students should not be responded to unless on a school email account.
- School AUP's should outline the policy on contact with students via e-mail and other on-line tools such as social networking sites. South West grid provides protection to all internet connections with schools. The service includes filtering options, which should be understood. Relevant information for filtering systems can be found at <http://www.swgfl.org.uk/Services/SWGfL-Filtering>
- Members of staff must not give out to students any personal mobile numbers, only school mobile phones should be used for school business
- Only school cameras and computers must be used to take photographs of students.
- Students must not be invited onto personal or networking sites by members of staff.
- Staff should turn Bluetooth off on all personal mobile phones when on school premises.
- It is advised that schools sign up to the GSCB website www.gscb.org.uk for notification of updates including e-safety.
- The settings filters must not be switched off.

Settings should ensure that the school e-safety lead (designated teacher) receives adequate time in staff meetings to feedback updates to members of staff. All staff should be aware of their responsibility to notify the e-safety lead of any concerns.

3.5 Safe Recruitment – interview panels

The new guidance KCSiE 2014 maintains the requirement for governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. At least one member of the recruitment panel must undertake safer recruitment training which, subject to parliamentary procedure, from 1 September will no longer need to be approved by the Secretary of State, therefore DfE will no longer co-ordinate arrangements for accredited training nor for online training. Schools/settings may choose appropriate training and may take advice from their LSCB in doing so.

Gloucestershire Safeguarding Children Board offer a half day training course. Accreditation is valid for 5 years from date gained. Information on LA courses can be obtained from 01452 426994 or via <http://www.gscb.org.uk/article/113325/Safer-Recruitment-Accreditation> .

If you would prefer to buy Safer Recruitment Training from elsewhere the GSCB has ratified (June 2014) the below minimum standards the training should cover:-

- Identification of the key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Consideration of Policies and Practices that minimise opportunities for abuse or ensure its prompt recording.
- Tasks that assist participants in beginning to review their own and the organisation's policies and practices in recruitment with a view to making them safer.
- A model of offending behaviour and how this fits with recruitment.
- Implications for recruitment and selection and creating a safer environment in organisations.
- What to do when things go wrong and an allegation of abuse is made against an existing member of staff or volunteer.

Please look carefully to ensure training will meet these requirements.

Safer Recruitment training is also available from

- the [Lucy Faithfull Foundation for information about courses and training](#);
- can apply for pre-registration of the [NSPCC online training course](#) which will be available from early October 2014.

It is good practice for Early Years settings to have at least one person Safer Recruitment accredited.

3.6 Multi Agency Public Protection Arrangements (MAPPA)

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child/young person.

The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self.

The police, probation and prison service are the lead agencies, with other agencies including CYP/Education settings, having a statutory duty to cooperate.

Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from CYP. There are links between the Multi-Agency Public Protection Arrangements and the GSCB. A MAPPA report is produced annually and can be obtained from the Home Office website. (<https://www.gov.uk/search?q=mappa+report>)

3.6a Multi Agency Risk Assessment Conference (MARAC)

MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in 4 localities;

- Cheltenham and Tewkesbury,
- Gloucester,
- Forest,
- Stroud and Cotswolds.

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm.'¹

Please see www.caada.org.uk for more information about the process and to view the **Education toolkit for MARAC**.

Currently Education Representatives do not attend any of the four MARACs. Instead if the MARAC decides to disclose to the school in question, the action will be for the Health Representative to disclose and inform the School Nurse with the relevant information agreed at MARAC. The School Nurse may then disclose to the School, by way of the Designated Safeguarding Lead or offer the support directly to the child. However Gloucestershire Police are working with the GSCB to improve this procedure and ensure that educational settings are represented themselves at MARACs.

Under the current MARAC process, should a DSL within a school want to know whether a child has been known to a MARAC meeting, it is the responsibility of the DSL to make those enquiries with the Central Referral Unit at Gloucestershire Public Protection Bureau, 01242 247999, cruenquiries@gloucestershire.pnn.police.uk

For any more information on this process please contact Faye Kamara- Strategic County Domestic Abuse and Sexual Violence Co-ordinator, faye.kamara@gloucestershire.pnn.police.uk or 01242 247933

3.6b Honour Based Violence (HBV) , Forced Marriage (FM), Female Genital Mutilation (FGM).

Procedure where Honour Based Violence, Forced Marriage, Female Genital Mutilation is suspected/alleged.

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

'A **forced marriage** is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>

Female Genital Mutilation is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/fgm/>

If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure where abuse is suspected/alleged'.

If you have any queries or questions in relation to this procedure please contact Faye Kamara, Strategic County Domestic Abuse and Sexual Violence Co-ordinator, faye.kamara@gloucestershire.pnn.police.uk or 01242 247933.

The Honour Based Violence Sub group are currently in the early stages of drafting a monitoring/reporting form. This has been developed in an attempt to scope the prevalence of Honour based Violence, Forced Marriage and Female Genital Mutilation. The form is purely to monitor the cases in Gloucestershire; past, and current risk. Once this has been finalised it will be added to the appendix.

3.7 Anti-bullying Standards

Gloucestershire County Council takes bullying very seriously and appreciates the misery and the occasional tragedy that comes from young people being bullied.

The county guidance is updated and reviewed regularly to ensure it contains the most up to date information for schools/settings, parents and other professionals working with children and young people. The guidance was originally produced through a multi-agency collaboration and brings together both national and local issues.

Every school must have measures in place to prevent all forms of bullying.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf and suggests that Successful schools will:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils
- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school

- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

3.8 Parental Responsibility

Conflict between Parents: The School or Setting's role

[The Children Act 1989](#) makes clear what is meant by parental responsibility. To read the full document please carry out an advanced search for the Act in www.opsi.gov.uk. Parental responsibility is a legal concept that consists of the rights, duties, powers, responsibilities and authority that most parents have in respect of their children. Parental responsibility is afforded not only to parents, however, and not all parents have parental responsibility. The term parental responsibility attempts to focus on the parents' duties towards their child rather than the parents' rights over their child. In practical terms parental responsibility means the power to make important decisions in relation to a child.

Parental Responsibility

- If both parents were married to each other at the time of the child's birth, both have Parental Responsibility enabling both equal input on all issues. Therefore any decision taken in respect of a child must be taken as a joint decision.
- Unmarried fathers currently do not have Parental Responsibility, unless the father has made a successful application to the court for a Parental Responsibility order, or he and the mother have entered into a Parental Responsibility agreement, or the father becomes registered as the father (ie his name appears on the birth certificate) on or after December 1st 2003.
- Assuming no court order restricting contact, the setting must communicate with both parents on all matters concerning the child, i.e. all information, correspondence, reports, notice of parents' evenings etc. must be duplicated.
- The setting cannot accede to one parent's request to avoid all contact with other, without court order.

Residence Orders

- Where a Residence Order is in force no person may cause the child to be known by a new surname.
- Neither parent can take or permit third party to take a child out of the UK without the other parent's written consent (assuming he/she has parental responsibility). However this does not prevent removal of a child from UK, for a period of less than one month, by the person in whose favour the Residence Order is made.

Trips

- For day trips school/setting can rely on consent of the parent with whom child lives daily.
- For residential trips, both parents ought to give their consent although in practice one parent's consent is likely to be sufficient, although there may be reference in a Court Order to school trips and other extras and the other parents consent may need to be obtained.

The Child's Welfare

- If the parent with day-to-day care makes complaint about other parent's behaviour affecting child's welfare (i.e. staying up too late etc.), the school/setting should be reluctant to intervene. The setting should advise the parent with residential care to discuss the matter with the other parent.

If the problem continues, the setting may have no choice but to become involved. In such circumstances, the setting has a legitimate interest to speak to both parents ensuring both are aware of the effect the behaviour outside education is having in the setting.

Court Proceedings

- In extreme situations intervention of the court may be necessary. In these circumstances the class teacher or head teacher may be asked for an opinion. This must be given based on what the setting considers to be in the child's best interest. The child's welfare is at all times paramount.
- Court will place greater weight on opinions of children over the age of 9, who may be required to attend.

Five Steps to Managing Areas of Dispute

1. Do both parents have parental responsibility? Does one parent have a Residence Order in their favour?
2. Ensure records of addresses are up-to-date and are amended if notified of any change by one parent.
3. Ensure that all information sent out is duplicated to both parents.
4. Remember the child's welfare is the paramount consideration.
5. The setting has a duty to both parents, unless this duty has been overridden by the Family Courts.

3.9 Young people involved in underage sexual activity

The GSCB has drawn up guidance for all staff working with children under the age of 16 who they believe are engaged in, or planning to be engaged in, sexual activity. This guidance can be found as follows in the GSCB Child Protection Procedures.

1. Access the procedures through http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm
2. Search for Guidance for staff working with young people involved in underage sexual activity <http://www.online-procedures.co.uk/swcpp/?s=Guidance+for+staff+working+with+young+people+involved+in+underage+sexual+activity> .
3. Use the Child Sexual Exploitation Screening Tool through <http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols>

3.10 Private Fostering

A private fostering arrangement is essentially

- one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled)
- by someone other than a parent or close relative
- With the intention that it should last for 28 days or more.

Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A cohabitee of the mother or father would not qualify as a relative.

A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

Private fostering covers a diverse range of situations. Most educational settings will have children who are privately fostered, although the school/setting may not be aware that a child is privately fostered. Asking who has parental responsibility would give an indicator as to whether or not a child is privately fostered.

Common private fostering situations include

- African, Asian and Afro Caribbean children with parents or families overseas
- Black and minority ethnic children with parents working or studying in the UK and living with a host family
- Asylum seeking and refugee children
- Trafficked children
- Local children living apart from their families, perhaps because the family has broken down.
- Adolescents estranged from their parents
- Children attending Language Schools
- Children attending independent schools who do not return home for holiday periods
- Children living with host families for a variety of reasons, possibly to learn English or to receive medical treatment in the UK.
- Back door adoptions

If you think a child in the educational setting is being privately fostered, the Designated person should make a referral to the Children and Families Helpdesk – 01452 426565. Social care will undertake an assessment of the private fostering arrangement which will include safeguard checks on the carers and contacting the child's parents. A worker will be allocated until the child is 16 and the arrangement will be monitored and reviewed and the young person visited on a regular basis. The GSCB runs workshops on private fostering explaining the legislation and the roles and responsibilities of parents, carers, and the agencies involved.

3.11 Powers to Search Young people

All schools including independent schools now have the power (not a duty) to search pupils without consent where there are reasonable grounds to suspect that a pupil has a knife or other weapon or illegal substance (Section 550AA, Education Act 1996; inserted by Section 45, Violent Crime Reduction Act 2006).

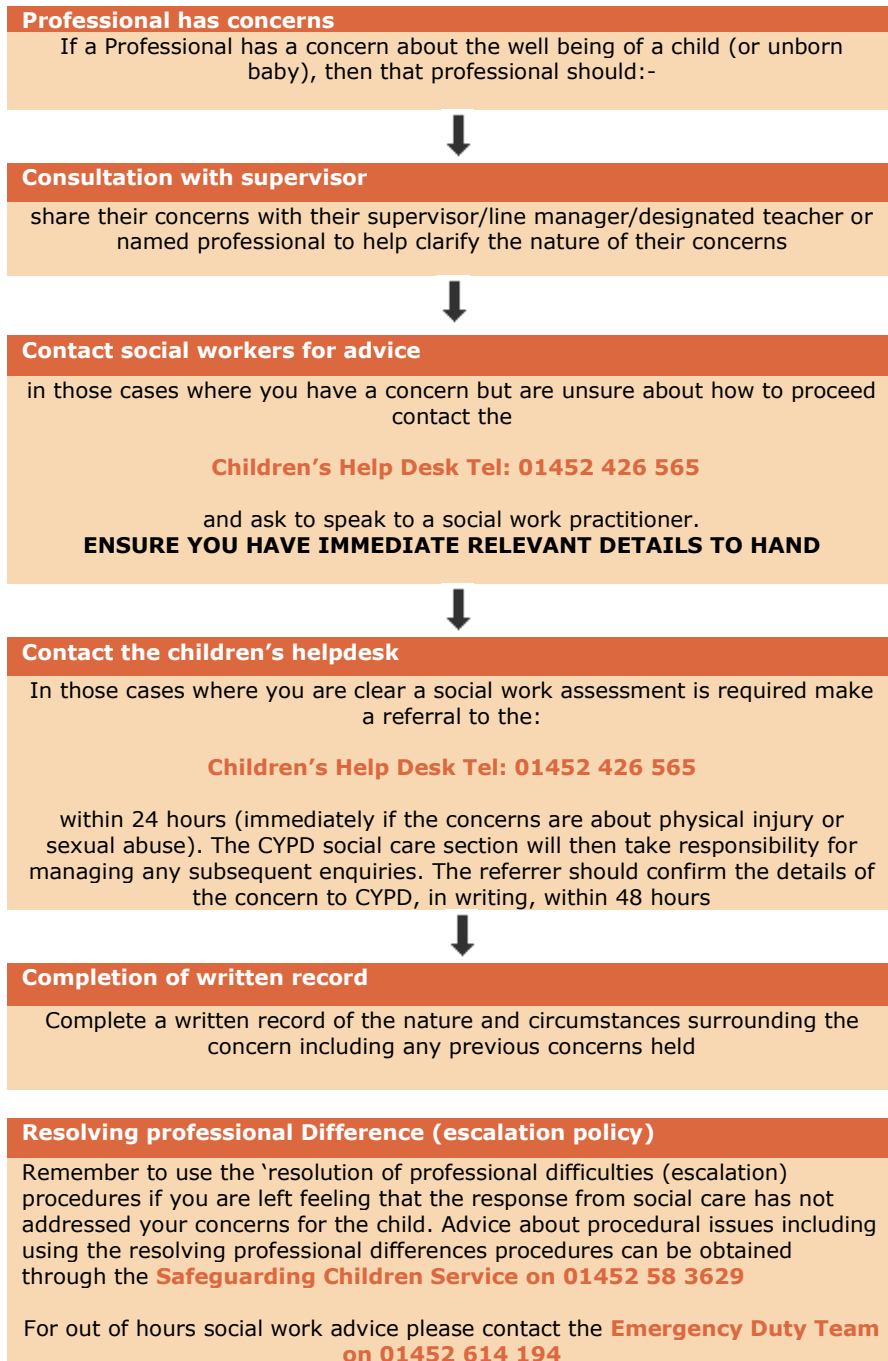
A Head teacher or equivalent needs no authorisation to conduct a weapons or drug search without consent. Other school staff must be authorised by the head teacher. This authorisation should be in writing and searches may only be carried out if authorised staff have reasonable grounds for suspecting a pupil is carrying a weapon or drug.

Training on how to conduct a search for weapons or drugs is available from time to time via the Education and Learning sub group in conjunction with Gloucestershire Constabulary and is publicised in writing to schools/settings.

Chapter 4: Making a Child Protection Referral

The DSL will usually make referrals. However it is the responsibility of the Head teacher/setting and the DSL to ensure **all staff** know the procedure and have the confidence to use it.

4.1 The Stages of Referral



When making a request for service, the form at **Appendix 1** should be used. Consent to share information should be sought from parents unless to do so would place the child or another person at risk of harm.

Chapter 5: Child Protection Conferences and Core Group Meetings

An initial child protection conference will be convened in those cases where, following a strategy discussion, it is judged that the child or children concerned are at continuing risk of significant harm. The conference should be viewed as a vehicle to understand and support families and children. By bringing together professionals, parents and, if appropriate, children, the conference will be drawing on factual information and professional judgement about the likelihood of abuse continuing and harm occurring. If the judgement of that conference is that the child or children continue to be at risk of significant harm they will be provided with a Child Protection Plan (previously known as being placed on the Child Protection Register) and plans for multi-agency work to reduce risk to an acceptable level will be made.

Teaching staff, as well as other professionals will be asked at conference to make a decision about **all children subject to the conference**, not just those attending their school/setting, on whether they should be provided with a Child Protection Plan. Professionals are asked to make decisions based on the information shared at conference.

The Child Protection Plan includes input from any educational setting where the child/ren attend including Early Years, School/settings, Alternative Provision, Hospital School/settings, Academies, Independent School/settings and FE Colleges. It might also include the Home Visitors in cases where children are educated at home. It is very important that an appropriate member of staff attends Conferences and the Core Groups which follow to ensure the effectiveness of the Child Protection Plan. Sometimes, due to the mandatory time limits for Conferences and Core Group meetings, dates for these will fall during holidays. If this is the case and no representative from the Educational Setting is able to attend, it might be possible for the Education Entitlement & Inclusion worker or other such representative to attend. If not, a report from the Educational Setting should be sent to the Safeguarding Children Service for inclusion in the meeting. Such reports are very important and assist in giving a complete picture of a child's progress. Sometimes there is little to say if a child is making good academic progress but it is important for the Conference or Core Group to know this.

Whether or not a representative is able to attend the Conference or Core Group, it is now the expectation that all agencies prepare a written report which will be made available to those attending at least 48 hours prior to the conference. This is a requirement which is measured and monitored. Reports from the educational setting must be shared with parents (ideally face to face) or at least by post to arrive at least 48 hours prior to the meeting. Reports should also be emailed to the Safeguarding Children Service on scsreports@gloucestershire.gov.uk in time for the Conference Chair to read at least 24 hours prior to the meeting.

Chapter 6: Governor Responsibilities

In maintained schools, this chapter applies to the Chair of governors or the governor with responsibility for Safeguarding (Child protection). In voluntary settings, it will apply to the Management Committee and in Independent Schools, it will apply to the governing body equivalent depending on the set up of the school.

Training for governors on Safeguarding (Child Protection) is now available from Governor Services. The training incorporates aspects of policy writing, allegations against staff, safer recruitment (this does not replace the Safer Recruitment Accreditation) and CP procedures including the responsibility of governors for Safeguarding within Extended Services. The programme of training for Governors is available at: <http://www.gloucestershire.gov.uk/schoolsnet/governors> . Ideally the Chair of Governors and Governor with Safeguarding Responsibilities should not be the same person.

The Child Protection Governor should ensure that the Governing Body's responsibility to challenge the school on aspects of safeguarding is carried out on a regular basis. Time within regular Governor meetings should be allocated to the subject of Safeguarding (Child Protection) and the school should be asked for a regular report. The GSCB undertakes an annual audit of Safeguarding in Schools. The Governing Body should ensure that this audit is completed and discussed in a full governing meeting.

It is good practice to have safeguarding as a fixed agenda item for each full governors meeting and for this to be minuted even if nothing to say.

6.1 Developing Policy – linking with others

As the Governor with responsibility for Safeguarding (Child Protection) it is important to ensure that the Educational Setting has a policy covering Safeguarding issues. Governors need to work with the Head Teacher or equivalent and Designated Safeguarding (child protection) Lead to ensure that the policy is robust, well communicated and available to all, including parents and pupils. Safeguarding (Child Protection) policies should link into several other policies depending on the particular setting they relate to. Policies such as First Aid (First Aiders might notice unusual marks on pupils they are treating), SEN, Pastoral, Bullying and Disability might all usefully link in with Safeguarding. A list of issues that the policy should address is included at **Appendix 2**. The Governor with Safeguarding (Child Protection) responsibility will also need to ensure that the policy is reviewed on an **annual** basis and kept up to date with new versions communicated to both parents and pupils.

All policies should be brought to a full Governing Body for Annual Review by the Governing Body.

6.2 Training

Governors must ensure that all staff whose work brings them either into direct contact with children or who could be regarded as trusted adults by virtue of the fact that they are seen regularly must undertake basic Child Protection awareness training on a regular 3 yearly basis. The Designated Safeguarding (Child Protection) Lead will arrange for this training to be provided by contacting the Safeguarding Children Service on 01452 426994. The Designated Safeguarding (Child Protection) Lead must undertake more in-depth, multi agency training on a regular 2 yearly basis. This training is provided by the Safeguarding Children Service Multi-Agency Training Department on 01452 583621 (www.gsrb.org.uk/index.cfm?articleid=93316). The governor with Safeguarding (Child Protection) responsibility should work with the Designated Safeguarding (Child Protection) Lead to ensure that this training continues on a regular basis. It is Governing Body's responsibility to challenge the school if this does not happen.

6.3 Allegations against staff – including supply or agency workers, contractors, governors or volunteers.

Procedures for dealing with allegations against any staff working/volunteering with children are laid out in the Gloucestershire Child Protection Procedures which may be found at http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm. The governor for Safeguarding (Child Protection) or the Chair of Governors may be required to act should an allegation be made against the Head Teacher or equivalent. In these circumstances, it is likely that the governor will be required to attend a Professionals' Multi-Agency Allegations Management Meeting with representatives from the LA, Police Child Abuse Investigation Team, Safeguarding Children Service and Human Resources to decide on the way forward. Governors might also be required to provide details of the alleged incident and to make further enquiries if necessary as decided by the Police or Human Resources depending on whether Child Protection action and/or Disciplinary Action is necessary. The governing body should also ensure that Allegations Management is included in the setting's Safeguarding (Child protection) policy.

For Independent Schools (including academies, free schools and alternative Provision academies) any allegations made against the Head Teachers/Proprietors/Principles must be reported to the chair of the management committee or proprietor of an independent school (the 'case manager') should immediately discuss the allegation with the Gloucestershire Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, context and context of the allegation and agree a course of action.

Gloucestershire Local Authority has a Designated Officer (LADO) for allegations against staff/volunteers who must be informed if there is an allegation against a member of staff, on 01452 426994. It is important that **no investigation** is carried out without first having a discussion with the Local Authority Designated Officer.

Further information about the process can be found via
<http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols>

6.4 Extended Services

The Governing Body will also have responsibility for Safeguarding arrangements within Extended Services. A Governors' Child Protection fact sheet detailing these responsibilities is already in circulation within the 'Extended Schools-Guidance for Governing Bodies'. The guidance so far is attached at **Appendix 5**.

Appendix 1: Child Protection Request for Service

Request for service Form for recording information required by Childrens Helpdesk. Please note that parents should be advised that a request for service is being made and their consent requested unless to do so would place someone at risk of harm. Where possible always ring and speak to a duty worker first for advice ([see Appendix 7](#)).

Complete the Multi-Agency Service Request Form and send to,

Children & Families Helpdesk

**Block 4, 5th Floor,
Shire Hall,
GL1 2TP**

Tel: 01452 - 426565 Fax: 01452 – 427359

Email: childrenshelpdesk@gloucestershire.gov.uk

When should the request form be used?

The form is intended for use by professionals/practitioners who wish to request a service for a child or children that may require an assessment of their needs by Children's Social Care or to share relevant information regarding a child or young person. If it is the case that a Child already has an allocated Social Worker it is not necessary to use this form. If you are at all unsure whether there is an allocated Social Worker check with the Children & Families Helpdesk.

IF THE CONCERNS ARE OF AN URGENT NATURE i.e. a child appears to require immediate protection, contact;

Children & Families Helpdesk	(8am – 5pm)	Mon-Fri	01452 426565
Emergency Duty Team	(5pm – 8am)		01452 614758
Adults Helpdesk	(8am – 5pm)	Mon-Fri	01452 426868

The Multi-Agency Service Request Form should then be completed and sent to the Children & Families Helpdesk within 48hours as written confirmation of the verbal request.

How to complete the form.

In the past many forms have been illegible and had insufficient information in order for Children's Social Care to be able to make decisions on what action was required. By completing the form electronically, it will automatically expand to accommodate the level of information you may wish to enter in any section. You may also add additional pages to include any other information you feel is relevant. Please include any information you have relating to siblings that is accurate. Also include what your expectations are in terms of what you want to happen.

It is also acceptable to complete the form by hand although you should ensure that your writing is clear and legible, especially if you intend to fax the request form. If you are intending to fax the request form, please write in CLEAR CAPITAL LETTERS the name of the child/ren at the top of each page in case the sheets become separated from each other.

Please complete the form as clearly and fully as possible, even if you do not have all the information required. The form may also be used to make a written request for Children's Services via the Children's Helpdesk. It is recommended that a copy of the completed form is kept for your own records.

FULL GUIDANCE ON HOW TO COMPLETE THE MULTI-AGENCY REQUEST FORM CAN BE FOUND
<http://www.gloucestershire.gov.uk/childrensocialcare/referral>

Multi-Agency Service Request Form



Complete the form and send to either, childrenhelpdesk@gloucestershire.co.uk or Children & Families Helpdesk, Block 4, 5th Floor, Shire Hall, GL1 2TP or Fax: 01452-427359

1. Confirmation of verbal contact for Children's Services

Only complete this section when Children & Families Helpdesk/Children's Social Care have been contacted by telephone.

Please indicate Children & Families Helpdesk or enter the Name of the Children's Social Care Team you contacted:			
Name of Customer Services Officer/Social Worker you spoke to:			
Date of Verbal Request:		Time:	

2. Child/Young Person Details

Name	Date of Birth (D.o.B)	School/Nursery	
Ethnicity	Language	Interpreter Required	Religion
		Yes / No	
Disability/Special Needs:			

3. Child/Young Person Current Address

Address:			
Postcode:		Telephone No:	

4. Family/Household composition (Parents/Carers/Siblings/Others)

Name	D.o.B	Relationship To Child	Ethnicity	Language	Household Member	Parental Responsibility
					Yes / No	Yes/No/Don't Know
					Yes / No	Yes/No/Don't Know
					Yes / No	Yes/No/Don't Know
					Yes / No	Yes/No/Don't Know
					Yes / No	Yes/No/Don't Know

5. Awareness and Consent (Read Section 5 of the guidance before completing this section)

Parent/Carer is aware of the request:	Yes / No / Don't Know
Young Person is aware of the request:	Yes / No / Don't Know
Parent/Carer has given consent for request:	Yes / No / Don't Know
Young Person has given consent for request:	Yes / No / Don't Know

If 'No' to any of the statements above, please state your reasons (i.e. Your decision made to override the need for consent):	
---	--

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

Name	Agency	Role	Contact Details

7. Your Agency/Professional involvement with child/family

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

Details:			
Is a Common Assessment Framework (CAF) in place?	Yes/No/Don't Know	Date:	
		Status:	Open/Closed/Don't Know
		Lead Prof/Agency:	

8. Reason for request

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

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

9. Requestor details (Where can you be contacted over the next 24hrs?)

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

10. To be completed by Children's Social Care Team

Outcome of Request (Circle as appropriate)	Request Accepted		Initial Assessment	Provision of Information And Advice	Other	No Further Action
	YES	NO				
Decision Made By		Team Name		Date		

Appendix 2: Points to include in a Policy

Listed below are points that should be included in a Child Protection Policy for any setting. Schools/settings should use the points below to develop a policy including relevant staff, telephone numbers and contact details. The policy should go through the Governing Body and widely circulated to staff, pupils and parents.

Who it applies to and elements of our policy:

- Ensuring we practice safe recruitment in line with Government guidance by using at least one NCSL accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children's Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

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

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

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the settings senior leadership team.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role and have received a safeguarding induction within their first 7 days of employment.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school/setting and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.

- Ensure that all staff have read part 1 of Keeping Children Safe in Education.

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

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

The Policy should also include the points below:

- The Government categories of abuse – descriptors.
- Allegations Management.
- Child Sexual Exploitation
- Gender identity and sexuality.
- Roles and Responsibilities of the DSL.
- The referral process including telephone numbers.
- Safer Recruitment – who is your settings accredited persons.
- Safer Working Practice.
- Whistle Blowing.
- Honour Based Violence – signs of.
- Forced Marriage.
- Female Genital Mutilation – signs of.
- Anti-Bullying including cyberbullying.
- Domestic violence.
- Drugs.
- Fabricated and Induced Illness.
- Gangs and youth violence.
- Gender-based violence/violence against women and girls (VAWG).
- Mental health.
- Private fostering.
- Radicalisation.
- Sexting.
- Teenage relationship abuse.
- Trafficking.
- MAPPA.
- MARAC.
- Medication.

Appendix 3: Chronology Form



Name:
Date of Birth:
UPN:
[DOCUMENT COLOUR: WHITE]

Children and Young People's
Educational Setting Record Sheet

CHRONOLOGY

Please file this Chronology at the front of each child's file.

Date:	Significant Event	Action	Outcome	File Holder	Manager
				Sign and Date	

Appendix 4: Case Studies

Case Study 1:

"I've never got on with my Dad. He's always preferred my sister. Every so often things get really bad and we row. It's usually about stupid things that my sister gets away with. He says I don't do enough round the house and my room's a mess. Last night he came into my room. He was drunk and he threw me across the room. I hit my head and cut my leg. My mum tried to stop him but I think she's scared of him. I know he's threatened her too."

What kind of abuse might be involved?	<i>Likely to be physical</i>
What would you do if a pupil disclosed this to you?	<i>Make a careful log of what they have said. Refer to your Designated Officer. Log a child welfare concern with the Safeguarding Children Service. Make an immediate referral to the Children and Families Helpdesk, this is a child at risk.</i>
Should you seek medical attention?	<i>If it's required, yes.</i>
How might you notice that something is wrong if the pupil does not disclose?	<i>Bruises, marks and unexplained injuries. Absences from school/setting with no clear explanation. Flinching, avoiding getting changed for PE, low self esteem, change in behaviour.</i>
Should you notify Parents?	<i>If you feel that to tell the parent might put the child at greater risk, then wait until the Social Worker or Child Protection Police arrive before discussing it with them. You might want to consider discussing with mum alone.</i>

Case Study 2:

"I feel like I'm the odd one out. My mum says my dad only left because he hates me. I am the ugly and clumsy one and I'm not good at school work. One year my report was so bad, I wasn't allowed to go on holiday at all. I try to stay in my room now. Sometimes I feel like running away, everyone hates me."

What kind of abuse might be involved?	<i>Likely to be emotional.</i>
What would you do if a pupil disclosed this to you?	<i>Make a careful log of what they have said. Refer to your designated officer and discuss. Is there any other evidence of abuse – low attainment, a change in attitude at school/setting? Log a child welfare concern with the Safeguarding Children Service and discuss with them whether to make a referral. This is likely to be a child in need of a service.</i>
Should you notify Parents?	<i>In a case like this, where a child is not at risk but is in need, it is good practice to discuss with parents.</i>
How might you notice that something is wrong if the pupil does not disclose?	<i>Very low self esteem, change in behaviour, lack of friends and confidence, depression.</i>

Case Study 3:

"Things started when my mum went to college. It was my fault for laying in bed so late but my dad would come in and tickle me. One morning, I woke up and found him in bed with me. I tried to pull away but realised he was touching me down there and I got scared. In the end I just put up with it as it stopped him messing with my sister."

What kind of abuse might be involved?	<i>Sexual abuse</i>
What would you do if a pupil disclosed this to you?	<i>Make a careful log of what they have said. Refer to your Designated Officer. Log a child welfare concern with the Safeguarding Children Service. Make an immediate referral to the Children and Families Helpdesk, this is a child at risk.</i>
Should you notify Parents?	<i>If, as in this case, parents might have perpetrated the abuse, then take advice on whether and how to notify parents.</i>
How might you notice that something is wrong if the pupil does not disclose?	<i>Sexual knowledge beyond their years, sexual abuse of others, masturbation in a public place, exposing themselves, change in behaviour, physical symptoms such as discomfort, water infections and pregnancy.</i>

Case Study 4

"My mum has a new boyfriend and leaves me looking after the other kids. I have to collect my sisters from school and give them tea. Most weekends she's away with her boyfriend who lives about 60 miles away and I'm left looking after the other kids again. I can't go out or have my friends round. Sometimes mum forgets to leave money and we don't have anything to eat. Last weekend my 3-year-old sister was sick all night and I didn't know what to do. I sometimes don't go to school because I feel too tired."

What kind of abuse might be involved?	<i>Likely to be neglect</i>
What would you do if a pupil disclosed this to you?	<i>Make a careful log of what they have said. Refer to your designated officer and discuss. Is there any other evidence of abuse – low attainment, a change in attitude at school/setting? Log a child welfare concern with the Safeguarding Children Service and discuss with them whether to make a referral. This is likely to be a child in need of a service.</i>
Should you notify Parents?	<i>In a case like this, where a child is not at risk but is in need, it is good practice to discuss with parents.</i>
How might you notice that something is wrong if the pupil does not disclose?	<i>Very low self esteem, change in behaviour, change in friendship patterns, tiredness, change in attendance at school/setting</i>

Case Study 5

"A pupil comes to you at break time and tells you that her teacher has taken a photograph of her on his mobile phone. She shows you a present that he bought her and a text asking her to meet him after lessons."

What is your first course of action?

Record carefully what the pupil is telling you, use the pupil's own words and record any questions you asked for clarification. Contact the LA Designated Officer and the Children and Families Helpdesk. A strategy meeting will be convened to which the Headteacher (or relevant staff), Child Protection Police, Safeguarding Children Service, Human Resources and Children & Families Team will be invited. The strategy meeting will be convened very quickly but it is likely in this case that the member of staff should be suspended prior to the meeting – HR might offer advice about this. If suspension is decided, the member of staff must be told that they are being suspended following an allegation and that they cannot be told details. This is very difficult for the member of staff but is required to protect the pupil. The teacher must not be interviewed or told the nature of the allegation as this gives them the opportunity to delete evidence or contact the pupil. Parents should be informed that the school is taking action.

Case Study 6

"A pupil is in trouble for attacking another pupil. On the way to the head's office with the member of staff who witnessed the attack, the pupil accuses this member of staff of hitting him on the back of the head. The member of staff denies this and there are no witnesses. There have been no previous concerns raised about this member of staff who has an exemplary record. The pupil has been in trouble before and has made a previous unfounded accusation."

What is your first course of action?

Record carefully what the pupil is telling you. In this case, the teacher knows the allegation has been made and what it is. Record carefully what the teacher is telling you. Contact the Local Authority Designated Officer to discuss. If the teacher has a current Disclosure and Barring Service (DBS) check and there are no other concerns, it is unlikely that this case will go any further and the educational setting will be asked to deal with any disciplinary action or development of best practice. However, should a check with the Child Protection police reveal any unexpected information about the teacher, a strategy meeting may be convened (as in [Case study 5](#)). School/setting should let parents know that an allegation has been made and the action that has been taken.

Appendix 5: Governor Responsibilities in Extended Services

A4.1 Extended Services - Child Protection

All those working in educational settings can contribute to the safeguarding of children and young people and to the child protection process. All educational settings and providers have a pastoral responsibility towards their pupils and students. They can play a part in the prevention of abuse and neglect through their own policies and procedures for safeguarding children, and through the curriculum. All educational settings, including Extended Service activities, should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.

Everyone in educational settings should share an objective to keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn in education settings; and
- identifying children and young people who may be in need of extra help or who are suffering or likely to suffer significant harm, and taking appropriate action, working with other services as needed.

Achieving these aims requires systems designed to:

- prevent unsuitable people working with children and young people;
- promote safe practice and challenge poor and unsafe practice;
- identify instances in which there are grounds for concern about a child's welfare, and initiate/take appropriate action to keep them safe;
- contribute to effective partnership working between all those involved with providing services for children and young people.

Governor Responsibilities:

Responsibility for Child Protection and wider Safeguarding of children in Extended Services falls with the Governing Body. In broad terms, responsibility covers 3 areas:

- Safeguarding of children – ensuring that all staff are aware of the signs and symptoms of abuse and know the referrals process for children they suspect are being abused.
- Safer recruitment – ensuring necessary accredited staff within the setting and that all necessary DBS checks have been carried out and staff working with children on Extended Service activities are safe to do so and that staff are included on the setting's Single Central Register (SCR)
- Allegations against staff (including volunteers) – ensuring that allegations against staff (including supply or agency worker, contractors, governors or volunteers) are reported to the LADO quickly, fairly and in line with procedures.

Due to the different arrangements for each Extended Service activity, the level of Governor involvement in each of the above areas will vary. For example:

A4.2 Governor run Extended Service activities

These activities include things like after school clubs managed by the school. Here the Governing body has the same safeguarding and child protection responsibilities as for all other employed staff and volunteers. They must ensure that all staff have undertaken relevant training on child protection, know the signs and symptoms of abuse and the referrals procedure. The Head Teacher or quivalent (or Designated Safeguarding Lead) has the same responsibilities in relation to dealing with allegations and referrals and the Governing body is responsible for DBS checks on all staff and

volunteers involved in the Extended Service activity (depending on whether their role falls into a regulated activity).

Governing bodies need to ensure their school or setting:

- has a child protection policy and procedures in place that are in accordance with LA guidance and Gloucestershire's Child Protection Procedures, and the policy is made available to parents at all times;
- operates safer recruitment procedures in accordance with the LSCB and the Employment Handbook and ensures all new staff and volunteers working with children undergo DBS checks, depending on their role (see definition of regulated activity)
- Follows the procedures for dealing with allegations of abuse against members of staff (including supply or agency worker, contractors, governors or volunteers) that complies with Gloucestershire's Child Protection Procedures;
- has a senior staff member of the setting's leadership team designated as the person for dealing with child protection concerns, providing support and advice to other staff. In addition to basic training the Designated Person should undertake training in inter-agency working, provided by, or to a standard agreed by, the Gloucestershire Safeguarding Children Board and refresher training at 2 yearly intervals; (<http://www.gscb.org.uk/article/113295/Safeguarding-training>)
- makes training available in Child Protection for Head Teachers and all other staff who have direct contact with children (including non-teaching staff). They should undertake appropriate child protection training and this should be kept up to date by refresher training at 3 yearly intervals;

The Governing Body should:

- remedy any deficiencies with regard to safeguarding (child protection) arrangements brought to its attention without delay;
- nominate a member of the Governing Body to be responsible for liaising with the LA's Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Head teacher

For Independent Schools (including academies, free schools and alternative Provision academies) any allegations made against the Head

Teachers/Proprietors/Principles must be

reported directly to the Local Authority Designated Officer i.e. Rather than to the nominated governor.

- annually review its policies and procedures and provide information to the LA about them and about how the above duties have been discharged.
- Ensure the school complies with completing the Section 157/175 annual safeguarding audit.

A4.3 Independent Management Committee/Private Limited Company/Hiring Arrangement Activities (a third party)

These activities include any clubs or groups, whether regular or one-off arrangements, which either use the school/setting site or are held off site but are managed by a provider other than the school/setting. Here the Governing Body is charged with ensuring that the management committee, plc or other organisation is aware of **Gloucestershire's child protection procedures and requirements for referral and know that when a concern is raised the individual should: (refer to Referral Process on page 6)**

Governors must also ensure that:

- activity staff know that disclosures from children must be carefully recorded (while avoiding asking leading questions) and acted on immediately.
- activity staff know that if they have a concern about another member of staff, they should report this immediately to the Local Authority Designated Officer for allegations on 01452 426994 who will carry out an Initial Discussion and then convene a multi agency

Allegations management Meeting urgently to plan any further appropriate action if necessary. If out of hours concerns must be referred to the Emergency Duty Team (EDT) on 01452 614 194

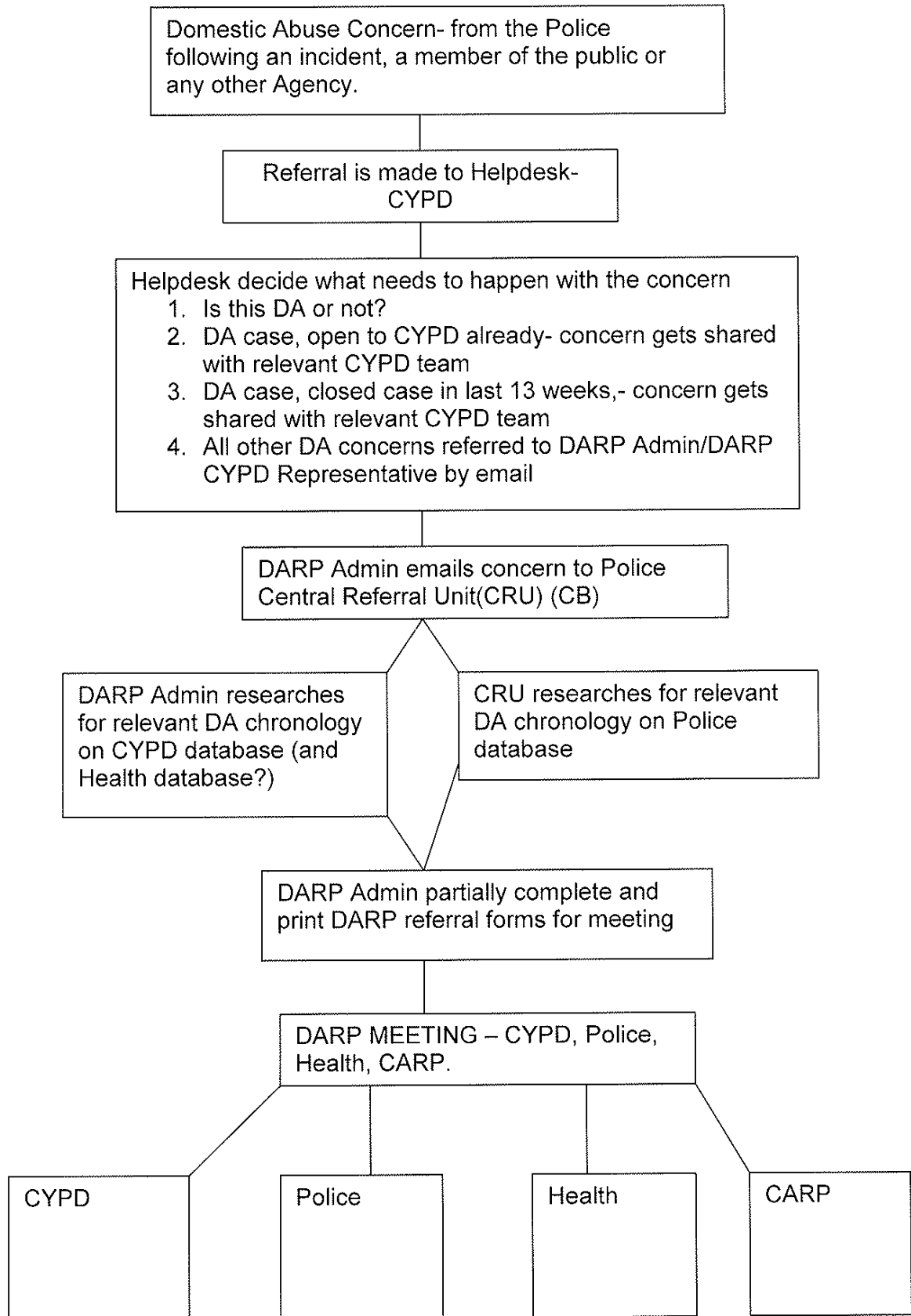
- The managers of the organisation have carried out the relevant DBS checks on activity staff and that these have either been seen by the setting, or the setting has assured itself that these are in place.

A4.4 Head Teachers of Independent Schools

Proprietors/Head Teachers or equivalent also have similar responsibilities to those listed for maintained settings – see above- to ensure policies, procedures, training etc. are in place and annually reviewed. Independent schools also cannot rely on LA services and should approach the Gloucestershire Safeguarding Children Board (GSCB) for advice.

In Gloucestershire, a representative teacher of an independent school is a member of the GSCB. The GSCB will also make available to independent schools advice on procedures and some opportunities for training.

Appendix 6: Domestic Abuse Referral Process



Appendix 7: Childcare Disqualification Requirements

TO BE COMPLETED ANNUALLY

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

Confidential Declaration of Criminal Record and Other Relevant Information

Positions Exempt from the Rehabilitation of Offenders Act 1974

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

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

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

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

You should be assured that the information you give will be kept securely and in accordance with the requirements of the Data Protection Act (ie once a decision is made, your Self-Disclosure form will be confidentially destroyed). Only the people directly responsible for making the decision will be informed of disclosed information on a need-to-know basis.

.....

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

Yes / No (please delete as applicable)

If yes, please give details of offences, penalties and dates.

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

Yes / No (please delete as applicable)

If yes, please give details.

PLEASE NOTE: ONLY COMPLETE THESE TWO QUESTIONS IF YOU WILL BE WORKING OR VOLUNTEERING REGULARLY WITH CHILDREN UNDER THE AGE OF 8 OR MANAGING PROVISION FOR CHILDREN UNDER THE AGE OF 8 - INCLUDING BREAKFAST OR AFTER SCHOOL PROVISION, SPORTS OR MUSIC ACTIVITY AFTER SCHOOL

2. Have you received any convictions, cautions, court orders relating to the care of children, reprimands or warnings or other grounds for disqualification from the appointment under the

Childcare (Disqualification) Regulations 2009? NB – disqualification is not the same as being barred by the DBS and includes:-

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

Yes / No *(please delete as applicable)*

If yes, please give details including dates, information about the body that made the determination and where relevant a certified copy of the order

- 3. Do you live in a household where any person has received any convictions, cautions, court orders, reprimands or warnings or other grounds for disqualification (same as above) from the appointment under the Childcare (Disqualification) Regulations 2009? e.g is anyone in your household subject to Multi-Agency Public Protection Arrangements (MAPPA) or on a Sex Offenders Prevention Order (SOPO) or the Sex Offenders Register (SOR) or have they ever been?**

If yes, please give details including dates, information about the body that made the determination and where relevant a certified copy of the order

Yes / No *(please delete as applicable)*

Name (please print clearly):

Signed:

Dated:

Please return your completed declaration in a sealed envelope to the Headteacher marked Private and Confidential.

Model Self-Disclosure for Short-listed Candidates to Complete to Share any Convictions / Cautions / Disqualifications etc.

NB This model Self-Disclosure only applies to those required by the school to be DBS Barred List checked and to complete an enhanced DBS Disclosure check.

Confidential Declaration of Criminal Record and Other Relevant Information

Positions Exempt from the Rehabilitation of Offenders Act 1974

As stated on the application form, because of the nature of the duties the postholder will be expected to undertake, you are required to disclose details of any 'unfiltered' criminal record. The position you have applied for is exempt from the Rehabilitation of Offenders Act 1974, which means that all 'unfiltered' convictions, cautions, reprimands and final warnings on your record need to be disclosed.

Only relevant convictions and other information will be taken into account so disclosure need not be a bar to obtaining the position you have applied for (please refer to the School's policy on the 'Employment of Ex-Offenders' contained within the Recruitment Pack previously sent to you on requesting a job application form).

If you declare your 'unfiltered' criminal record and / or other information and we believe this to have a bearing on the requirements of the post, we shall arrange to discuss the matter with you before any final recruitment decision is taken in relation to your job application. If we do not raise the matter with you it is because it is considered that your disclosure has no bearing on the requirements for the post.

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

Applicants should be assured that the information they give will be kept securely and in accordance with the requirements of the Data Protection Act (ie once a recruitment decision is made, your Self-Disclosure form will be confidentially destroyed). Only the people directly responsible for recruitment will be informed of disclosed information on a need-to-know basis.

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

Yes / No (please delete as applicable)

If yes, please give details of offences, penalties and dates.

2. Are you aware of any police enquiries undertaken following allegations made against you, which may have a bearing on your suitability for this post?

Yes / No (please delete as applicable)

If yes, please give details.

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

Yes / No (please delete as applicable)

PLEASE NOTE: ONLY COMPLETE THESE TWO QUESTIONS IF YOU WILL BE WORKING OR VOLUNTEERING REGULARLY WITH CHILDREN UNDER THE AGE OF 8 OR MANAGING PROVISION FOR CHILDREN UNDER THE AGE OF 8 - INCLUDING BREAKFAST OR AFTER SCHOOL PROVISION, SPORTS OR MUSIC ACTIVITY AFTER SCHOOL

4. Have you received any convictions, cautions, court orders relating to the care of children, reprimands or warnings or other grounds for disqualification from the appointment under the Childcare (Disqualification) Regulations 2009? NB – disqualification is not the same as being barred by the DBS and includes:-
- being cautioned for or convicted of certain violent and sexual criminal offences against children and adults;
 - grounds relating to the care of children (including where an order is made in respect of a child under the person's care);
 - having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;

Yes / No (please delete as applicable)

If yes, please give details including dates, information about the body that made the determination and where relevant a certified copy of the order

5. Do you live in a household where any person has received any convictions, cautions, court orders, reprimands or warnings or other grounds for disqualification (same as above) from the appointment under the Childcare (Disqualification) Regulations 2009? e.g is anyone in your household subject to Multi-Agency Public Protection Arrangements (MAPPA) or on a Sex Offenders Prevention Order (SOPO) or the Sex Offenders Register (SOR) or have they ever been?

If yes, please give details including dates, information about the body that made the determination and where relevant a certified copy of the order

Yes / No (please delete as applicable)

Name (please print clearly):

Signed:

Dated:

Please return your completed declaration in a sealed envelope to the Headteacher marked Private and Confidential.

Appendix 8: Useful Telephone Numbers

Telephone numbers for concerns about the safety of a child.

Social Care

Report concerns to Children and Families Helpdesk Customer Service Operators on:	01452 426565
Report concerns to Adults Helpdesk Customer Service Operators on:	01452 426868

Referral and Assessment Teams. Children and Families Teams.

Gloucester Referral & Assessment Team	01452 427877
Gloucester Children & Families Team (South)	01452 427852
Gloucester Children & Families Team (North)	01452 328018
Forest Referral & Assessment Team	01594 820489
Forest Children & Families Team	01594 820577
Cheltenham & Tewkesbury Referral & Assessment Team	01242 532447
Cheltenham Children & Families Team	01242 532425
Stroud & Cotswolds Referral & Assessment Team	01452 583725
Stroud Children & Families Team	01452 583426
Cotswold Children & Families Team	01285 881029
Tewkesbury Children & Families Team	01452 328207

Safeguarding Children Service	01452 583636
Safeguarding Children Development Officer (education)	01452 426994
Assistant Safeguarding Children Development Officer (education)	01452 426221
Local Authority Designated Officer for Allegations	01452 426994
Child Death Review Co-ordinator	01452 426228
Safeguarding Adults Service	01452 427556

Police

Police – Child Abuse Investigation Team	01242 261112
Gloucestershire Police	101
Central Referral Unit	01242 247999

Health Services

For general enquiries about health services, please contact:

Gloucestershire Health Victoria Warehouse, Gloucester, GL1 2EL	01452 300222
Gloucestershire Partnership NHS Trust Rikenel, Montpellier, Gloucester, GL1 1LY	01452 891000
Safeguarding Children, NHS Gloucestershire Sanger House, 5220 Valiant Court, Gloucester Business Park, Brockworth, Gloucester, GL3 3PX	08454 221500
South Western Ambulance Service NHS Foundation Trust Abbey Court Exeter, Devon, EX2 7HY	01392 261500

Housing Services

Cheltenham Borough Council Municipal Offices, The Promenade, PO Box 12, Cheltenham, GL50 10PP	01242 262626
Cotswold District Council (area offices) Trinity Road, Cirencester, Glos, GL7 1PX	01285 623000
Forest of Dean District Council The Council Offices, High Street, Coleford, GL16 8HG	01594 810000

Other useful telephone Numbers

Citizens Advice Bureau (Cheltenham)	01242 522491
Citizens Advice Bureau (Gloucester)	01452 527202
Cheltenham General Hospital (switchboard)	0300 422 2222
Gloucester Royal Hospital (switchboard)	0300 422 2222
NSPCC Gloucester	01452 300616
Rape Crisis	01452 526770
Childline	0800 1111
Samaritans	08457 90 90 90
SHARE – Young Peoples Counselling Service	01452 500300

Gloucestershire's Child Protection Procedures can be found on the Gloucestershire Safeguarding Children Board website at:

http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm

All those working with children should be made aware of these procedures and should know where to find them.



The Handbook for Designated Safeguarding (Child Protection) Leads in Educational Settings has been produced by the GSCB Education & Learning Sub-committee. This is the live version & supersedes version 2 dated March 2009

Every effort has been taken to ensure that the information contained in this document is both accurate and complete. Please contact us if you have noticed any inaccuracies mail@gscb.org.uk

This document also available is only available online www.gscb.org.uk/handbook

You should not print this document, but use the on-line version which will be updated regularly.