

Safeguarding & Child Protection Procedures

For Victoria Education Centre and Victoria Children's Home

This procedure applies to 2 separate services – Victoria Education Centre and Victoria Children's Home as Livability children's services on the same site they work closely together to ensure the effective safeguarding and protection of children. Each service has designated staff who fulfil the required specific responsibilities. Any reference to Governor/s and their responsibilities apply to the school only.

The core elements of the Victoria Education Centre and Children's Home approach to safeguarding are:

1. **Prevention** positive and safe environment, careful and vigilant staffing, accessible pastoral care, support to children and young people (hitherto referred to as children), and to provide good adult role models
2. **Protection** agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection concerns
3. **Support** staff and children

Victoria Education Centre and Children's Home advocates:-

- The Human Rights Act 1998, and the United Nations Convention on the Rights of the Child - Article 12: " You have the right to give your opinion and to be taken seriously on decisions that affect you"
- The Children Act 2004 – "...To have regard for the United Nations Convention of the Rights of the Child."

Victoria Education Centre and Children's Home positively promotes consultation with, and involvement of children and young people so as to improve services that are provided for them and also influence the practice and culture to safeguard their welfare and interests.

Safeguarding

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm.

Safeguarding is everyone's responsibility. Safeguarding is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes (Working Together to Safeguard Children, 2015)

Reporting abuse: What to do

These procedures should be used when you suspect that a child or young person may have been abused or neglected.

When child abuse occurs, it is not always recognised and its impact is sometimes minimised, especially for disabled children. There may be occasions when you have concerns, e.g. around a child's mood or behaviour but these concerns are unclear and do not in themselves make you think about child abuse. In such circumstances it is important that you discuss these matters with your line manager and Designated Safeguarding Lead (DSL) as appropriate. This will make sure any necessary steps are taken in order to understand more fully the nature and possible underlying causes of these concerns. If the concerns are explained there may not be a need for any further action. However it may be necessary for action to be taken to ensure the child is kept safe and protected.

1. Make sure everyone is safe. If not call for help
2. Listen to child (see section 11)
3. Record Cause for Concern form immediately using the Child Protection Online Management System (CPOMS) from this point DSL procedures for Safeguarding will be followed (see section 9)

All initial concerns are to be logged on to CPOMS (see appendices for instructions).

With appropriate intervention most child abuse or neglect can be prevented.

Contents

Introduction	4
Responsibilities	4
Purpose and Aims of this Procedure	6
Specific Roles in Safeguarding & Child Protection	6
Definitions of Abuse (taken from Keeping Children Safe in Education 2016)	8
Child Sexual Exploitation and Female Genital Mutilation	9
The Prevent Duty	9
Channel	10
Specific Safeguarding issues	10
Recognition of Abuse	12
Roles and Responsibilities relating to suspicions or allegations of child abuse	13
Responsibilities of the DSL	13
Recording Information	14
Guidelines Relating to Responding to an Allegation of Abuse	16
A Child Disclosing an Abusive Act or Experience to You	16
Responding to allegations of abuse, inappropriate or dangerous behaviour made against a member of staff, volunteer or other contracted worker	17
Responding to allegations of peer-on-peer abuse	18
Notifications	19
Livability Safeguarding Forum and Board	20
Balancing the Rights of Confidentiality and Protection	20
Early Help	21
Partnership with Parents	21
Safer Recruitment (Single Central Record)	22
Staff Suitability Declaration	23
Staff Training and Induction	24
Conclusion	24
Appendix 1: Links to relevant law and guidance	25
Appendix 2: Useful Contacts	27
Appendix 3: CPOMS Cause for Concern logging an incident instructions	28
Appendix 4: Whistle Blowing Poster	29
Appendix 5: Staff and Visitors Safeguarding Information	30
Appendix 6: Parents Safeguarding Information	32
Appendix 7: Staff Suitability Declaration	36

Introduction

Livability's values and leadership strategies underpin the ethos of each of its education centres and provide positive role models in preventing extremism [1]. These are communicated by leaders at all levels including trustees, governors and senior managers, and made explicit to all staff, volunteers, learners, parents, guardians and carers, and the wider community served by our education centres.

Here, at Victoria Education Centre and Children's Home), as Livability services, we fully subscribe to the statement above, and are committed to maximising the effectiveness of safeguarding practice, including the prevention of radicalisation of learners and compliance with the Prevent Duty: (and all associated legislation and guidance).

In particular we will strive to:

- a) Protect all children and promote all forms of equality and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disabilities and sexual orientations (and other groups with protected characteristics);
- b) protect learners and staff from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider;
- c) prepare learners for successful life in modern Britain and promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs;
- d) prepare our learners to become more independent in their everyday life.

Responsibilities Victoria Education Centre and Children's Home will:

- Carry out annual audit of safeguarding & child protection with the Local Authority Designated Officer (LADO)
- Appoint a DSL and deputy
- Require all staff and volunteers to read and implement the school policy
- Require all staff, contractors and volunteers to complete Disclosure & Barring Service (DBS) and prohibition checks as per department guidelines
- Ensure they recruit within the Safer Recruitment Guidelines

¹ The government has defined extremism in the Prevent Duty 2015 strategy as: "vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs." The Counter-Terrorism and Security Act 2015 gave the strategy legal status in schools and colleges. This means educational establishments must have due regard to the need to prevent people from being drawn into terrorism.

- Undertake relevant Safer Recruitment training
- Ensure staff work to the agreed procedures
- Have and use an Anti-Bullying Policy responding to any complaint within the school
- Have a Whistle Blowing policy culture where it is safe to discuss concerns
- Ensure that intimate care is conducted within an agreed policy which includes provision that staff will not carry smart phones or other mobile devices capable of taking photographs or videos on their person whilst engaged in intimate care
- Treat all with respect regardless of age, sex, ethnicity, disability or sexual orientation or any other protected characteristic
- Make the Child Protection Policy & Procedure available to parents and pupils
- Plan the work of the organisation so as to minimise situations where abuse of children and young people may occur.
- Issue guidelines on how to deal with the disclosure or discovery of abuse.
- Victoria Education Centre and Children's Home, in providing services to children and young people, endorses the recommendations from the UK Government and will Keep a Single Central Record of all employees and volunteers
- Train paid staff and volunteers and their line managers/supervisors and the policy makers in the prevention of abuse to children and young adults.
- All staff paid and voluntary will be updated annually in safeguarding & child protection policies and procedures (Level 1)
- All staff have signed to agree that they have read and understood Keeping Children Safe in Education
- All DSL's will train to Level 3 and be updated every two years and at least one of the team will attend local DSL forums and specialist update training as required. E.g. Child sexual exploitation, Female genital mutilation and The Prevent Duty
- All Governors will be trained to at least Level 1
- All meetings and supervisions will raise safeguarding as a standing agenda item
- All safeguarding & child protection concerns will be recorded securely on (CPOMS) or Victoria Education Centre and Children's Home internal electronic recording system
- Have a policy covering contractors and visitors to the site

Livability Trustees and the Local Governing Body will ensure that all of the above is undertaken in adherence with the following statutory and mandatory information and practice recommendations:

- The Children Act 2004, The Children (Northern Ireland) order 1995, The Children (Scotland) Act 1995, The Human Rights Act 1998, and the United Nations Convention on the Rights of the Child (1991) and The Protection of Children Act 1999.

- Safe from Harm – A Code of Practice for Safeguarding the Welfare of Children in Voluntary Organisations in England and Wales (D Smith, Home Office, London, 1993).
- Working Together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children (Home Office, Department of Health, Department for Education and Employment, 2015).
- Guidance for Safer Working Practices with Children and Young People in Education Settings 2015
- Education Act 2002 and the supporting statutory guidance 'Safeguarding Children and Safer Recruitment in Education' (2006)
- Keeping Children Safe in Education, Department for Education 2016
- The Counter Terrorism and Security Act 2015
- The Equality Act 2010

Purpose and aims of this procedure

- To provide protection for students and children receiving services from or having contact with Victoria Education Centre and/or Children's Home.
- To acknowledge that Victoria Education Centre and Children's Home has responsibility to act if there is cause for concern, in order that the appropriate agencies, i.e. Social Services or the Police, can investigate and take any necessary action to protect a child.
- To promote the care, culture and environment, which encourages students to be able to reach their potential and have their welfare safeguarded.
- To ensure Victoria Education Centre and Children's Home encourages working together with students, young people, advocates, parents and carers in all circumstances, especially where there are concerns or suspicions about child abuse.
- To provide all staff, including voluntary staff, with procedures they should adopt in the event that they suspect that a child may be experiencing, or be at risk of, some form of abuse.
- To provide core mandatory procedures, to ensure staff undertake their responsibilities to respond appropriately and take action about child protection concerns.
- To ensure compatibility with Livability's Policies and Procedures.
- To clarify the respective roles and responsibilities of Victoria Education Centre and Children's Home and external agencies in safeguarding & child protection.
- To ensure staff operate within the Victoria Education Centre's expectations of Conduct and Good Practice to militate against opportunities to abuse and any allegations or accusations being directed at them.
- To be aware that evidence from research and practice suggests that disabled students are at an increased risk of abuse through various

factors such as stereotyping, prejudice, discrimination, isolation and powerlessness to protect themselves, or to adequately communicate that abuse has occurred.

These procedures recognise the potential vulnerability of young people over the age of 18 years. The application of the Adult Protection Policy should be in tandem with the spirit of these child protection procedures.

Specific roles in safeguarding & child protection

The School has a Safeguarding Governor nominated in line with the Instruments and Articles of Government who takes the lead responsibility for the Governing body and works closely with the Head Teacher who is the lead DSL on safeguarding issues.

The Registered Manager is Children's Home DSL

The DSL takes the lead responsibility for:

- Managing all safeguarding & child protection issues (and on allegations against staff)
- Keep secure safeguarding & child protection plans, write records and reports
- safeguarding & child protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of the safeguarding & child protection Policy and Procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding & child protection issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the local authority and local safeguarding children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings

The Head Teacher will lead on the undertaking of a safeguarding evaluation/audit, reporting to the Senior Leadership Team (SLT), Livability and Governing Body.

The school DSL (HeadTeacher) has three deputies in school to provide safeguarding & child protection cover at all times.

The Registered Manager has two deputies in the Children's Home.
Additional trained staff:

- Anti-bullying Champion
- Online Safety Champion: CEOP ambassadors (School & Children's Home)
- Prevent Lead

The DSLs meet fortnightly to discuss current cases, ongoing issues and maintain plans. They also consider updates, training and undertake group supervision. The safeguarding link governor attends half-termly and reviews the Single Central Register. An annual safeguarding checklist is completed by all staff and twice a year April/September a safeguarding staff survey is undertaken to help us monitor the effectiveness of training and demonstrate staff's understanding.

Definitions of abuse (taken from Keeping Children Safe in Education 2016)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a

child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child sexual exploitation and female genital mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

In accordance with the new duty we are required to report 'known' cases of Female Genital Mutilation (FGM) to the police.

At Victoria Education Centre and Children's Home we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. We will ensure that when possible DSL's will attend available training for specific safeguarding issues and share learning and best practice with the other DSL's.

The Prevent Duty

At Victoria Education Centre and Children's Home we have a duty under Section 26 of the Counter Terrorism and Security Act 2015 (CTSA 2015) to have due regard to the need to prevent people from being drawn in to terrorism. This duty is known as the Prevent duty. The statutory Prevent guidance summarises our requirements in terms of four themes: risk assessment, working in partnership,

staff training and IT policies. Prevent is seen as part of our wider safeguarding & child protection duty.

At Victoria Education Centre there is a Prevent lead and Prevent Governor.

In the Children's Home the Prevent lead is the Registered Manager

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff in liaison with the DSLs should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately referring to MASH about any concerns which may include making a referral to the Channel programme.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Any such referrals will be made in discussion with the DSL.

Specific safeguarding issues

There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. example drug use/alcohol misuse/truancy.

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Online safety is exceptionally important and will continue to receive a high priority. It is often how safeguarding issues are facilitated such as CSE, radicalisation and bullying. Appropriate filters and monitoring are in place, as well as education of staff and students.

The NSPCC offers information for schools and colleges on the www.nspcc.org.uk
You can also access broad government guidance on the issues listed below via the <https://www.gov.uk/government/organisations/department-for-education> website:

- Bullying including cyberbullying
- Children Missing Education (CME)
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child trafficking and modern day slavery
- Depression
- Domestic violence/abuse (DVA)
- Drugs and Alcohol
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Private fostering
- Prevention of radicalisation
- Relationship abuse
- Self harm
- Sexting
- Young carers

We actively promote fundamental British values. Through a broad range of activities we encourage the development of students' confidence, self-esteem and encourage openness in discussing difficult issues. Students build resilience, tolerance and understanding of wider world concerns This is undertaken across all lessons and activities through a broad range of multi-cultural opportunities celebrating difference.

The DSL and Prevent leads undertake Prevent awareness training to support them in identifying children at risk of being drawn into terrorism and to challenge extremist ideas The DSL will provide advice and support other members of staff on protecting children from the risk of radicalisation. All staff complete annual safeguarding & child protection updates which will include Prevent awareness training and undertake the online training:
<http://course.ncalt.com/ChannelGeneralAwareness/01/index.html>

We are working in partnership with other agencies such as the Police and Children's Social Care and are aware of the process of referral.

We will ensure to the best of our ability that children are safe from terrorist and extremist material when accessing the internet in the School and Children's Home. Our IT and E- safety policies and procedures includes having suitable filtering is in place and teaching students about online safety.

Recognition of abuse

As someone who works with students or young people, you may become concerned that one of them is possibly being, or has been, abused. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Students may be abused in a family or in an institutional or community setting by those known and trusted or, more rarely, a stranger (Working Together, 2015). People communicate in many ways through spoken and written language, sign language, use of symbols, pictorial, systems, gesture, mood or behaviour. Effective communication is a two-way process, and within child protection may require skills and sensitivity.

A safeguarding & child protection concern may come to your attention in a number of ways including:

- A child may communicate about abuse they have experienced. They decide to tell you because they see you as someone they can trust.
- A third party, perhaps another child, family members or colleague sharing their concerns with you.

You may also become concerned through:

- A bruise or injury which is unusual, e.g. on a part of the body which is not normally prone to such injuries.
- Injuries which require but have not received medical attention.
- Injury for which the explanation seems inconsistent.
- Repetitive injuries.
- Unexplained changes in behaviour, either over time or suddenly, e.g. becoming aggressive, quiet or withdrawn, running away or non-attendance at projects or activities.
- A child being the subject of an allegation being made by another person.
- The child appears not to trust or is wary of certain people, e.g. parent, carer, staff member, peer with whom you would usually expect them to have, or once had, a close relationship.
- Age inappropriate behaviour, for example, excessive or public masturbation.
- Urinary tract infections.
- The child being unable to make friends or discouraged from socialising with others.
- Impaired development.
- The child becoming unusually dirty or unkempt.
- Changes to eating patterns or fluctuations in weight.
- The child developing a disturbed sleeping pattern, e.g. nightmares, bedwetting.
- The child self-harms or attempts to self-harm.

- The child has not been seen for a period of time or regular unexplained absence from a usually activity, e.g. from a unit, project, school, college or group activity.
- You may have an uneasy feeling that something's not right or you may have concerns that are difficult to explain – or find a reason for.

If you have ANY concerns, which are difficult to explain or find reason for, always check this with your line manager or DSL. If in doubt talk to someone.

Many students will exhibit some of these indicators at some time and the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or crisis in the family or the birth of a child or a medical condition may explain physical changes. Your knowledge of a child over a period of time may help you to understand whether there is cause for you to be concerned. Careful consideration of all available information is required. Even if the concern is not a child protection matter it may still require some attention or action to promote the welfare of the child.

Abuse in all its forms can affect a child at any age. The effect can be so damaging that the consequences are felt throughout a person's life. For example an adult who was abused as a child may be unable to, or have great difficulty in, sustaining stable trusting relationships or may develop an excessive and harmful use of drugs or alcohol.

Staff need to identify poor practice before it becomes abusive. Safeguarding & child protection is about how we interact / speak and handle a child, not just about burns and bruises.

Roles and responsibilities relating to suspicions or allegations of child abuse

Consult. Report. Record. Do Not Investigate.

Any suspicions, allegation or incident of abuse must be reported to the DSL within 24 hours (or where there is a risk to a child or a likelihood of serious harm, concerns must be reported without delay).

Responsibilities of the DSL include:

- To receive reports of safeguarding & child protection concerns, allegations or suspicions.
- To report the safeguarding & child protection concern to LADO, Social Services, and Livability, and Police as appropriate. Placing authorities may also need to be informed.
- To promote an understanding of safeguarding & child protection issues within the school.
- To brief management and staff on other procedures and legal requirements in relation to safeguarding & child protection.

- To raise issues for areas of improvement and recommendations on best practice for safeguarding & child protection .
- To promote the importance and boundaries of confidentiality of students' issues.
- To provide advice, information and feedback about safeguarding & child protection referrals to everyone involved in the referral on a need to know basis, i.e. parents.
- To establish links with relevant Social Services Department and Support Agencies.
- To review administration and support documentation for record keeping

Recording information

At Victoria Education Centre and Children's Home we use CPOMS (Child Protection Online Monitoring System) for safeguarding records.

CPOMS is a software application for monitoring safeguarding & child protection. Working alongside a school's existing safeguarding processes, CPOMS is an intuitive system to help with the management of safeguarding & child protection. Every member of staff across school has an obligation to report any concerns which they may have. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports for Case Conference Meetings, Governors and Ofsted at the touch of a button. Refer

It is important that all concerns are properly recorded whether social services are involved or not. Records of concerns may reveal patterns which may indicate child abuse or identify unmet needs. The following information should be recorded, those marked with CPOMS will be automatically generated along with any previous history and or agency involvement:

- Name and address of the child. CPOMS
- Age and date of birth. CPOMS
- Name and address of adults involved. CPOMS
- Date and time of the alleged incident. CPOMS
- Nature of injury, or behaviour, or concern.
- If the child has an injury, when this was first noticed.
- The child's explanation of what happened in their own words.
- Adult's explanation of what happened.
- Date and time of the record. CPOMS
- Any questions that were asked.
- Signature of Lead recording the incident.

(Refer to LCSB Guidance)

It is important to stick to the facts. Your opinion may be crucial, but ensure that is recorded as an opinion and that you can state evidence to support your thinking. Records pertaining to issues of safeguarding & child protection may be accessible to third parties.

Outline of local authority safeguarding & child protection investigation process

Outline of safeguarding Investigation Process

Discussion and advice on safeguarding & child protection concerns.

Referral

Formal request to MASH team, Social Care, NSPCC, to make safeguarding & child protection enquiries on behalf of a child harmed or at risk.

Agency Checks

Consultation with professional agencies on level of concern and risk to child

Planning/Strategy Meeting

Meeting to decide and plan what action to take

Investigation

MASH, Social Care, NSPCC and/or Police investigate and assess situation
What happened? Is the child safe? What is needed to protect child?

Child Protection Case Conference

Multi-agency meeting to look at the protection of the child and the welfare needs of the child and family.
Child Protection Plan where criteria is met.

Safeguarding Plan

Production of a clear plan of action upon which professional and family work to keep child safe and reduce/remove any risks.

Review

Follow up meeting(s) at regular intervals to assess progress and on-going needs and deregistration if child is safe.

All safeguarding & child protection professionals, including social workers, have to work within the laws and guidance, which determines their roles, duties and responsibilities. The most important consideration is whether the child is safe.

Sometimes the home circumstances may pose such a risk to the child that he/she has to be removed. If this is the case, social workers will try to identify family or friends where it is safe for the child to go and stay. More often the family will be given help and support in making sure the child is not at risk of abuse. It is a myth that students will automatically be taken into care if social services become involved.

The details of any action and outcome of a safeguarding & child protection investigation is treated with respect and on a 'need to know' basis. However it is appropriate to expect a level of feedback which tells you that action has been taken and that the child is OK and safe.

Anyone raising a concern should receive information and support through their line manager or the DSL whilst the process is being completed.

Guidelines relating to responding to an allegation of abuse

A safeguarding & child protection concern may come to your attention in a number of ways.

In all circumstances, the child's immediate health and safety must take priority. Therefore an injury requires consideration of:-

- Immediate medical attention (is an ambulance required)?
- Immediate action to protect the child.

In these circumstances you may need to make immediate contact with the Police and/or Social Services, or emergency health services. The procedures in Sections 7 & 8 then apply with regard to lines of reporting to Livability and Victoria Education Centre.

A child disclosing an abusive act or experience to you

Disclosure of abuse is often frightening and can awaken painful memories; the strong emotions felt can be difficult to express.

If a child or young person confides in you that they are being, or have been, abused they have placed you in a position of trust. They trust you to help them, even if they ask you not to do anything or tell anyone. Simply by telling you they have demonstrated their trust and that you will act.

You should:-

- Stay calm. Do not transmit shock, anger or embarrassment.
- Never promise secrecy to a child; assure them you will try to help but this may involve telling others, who this will be and why.
- Reassure and praise the child, that you believe them and it is not their fault.
- Encourage him/her to talk without asking leading questions that have yes/no answers.
- Use TED (Tell, Explain, Describe) wherever possible. Avoid the 'why' question. Only ask enough questions to clarify whether there is a child protection concern. Check that you have understood what they are trying to tell you.
- Make a full record of what is being communicated, heard and seen, as soon as possible, including questions that you have asked.

- Do not delay in passing the information on to the DSL or line manager with your original notes. The referral must be made within 24 hours but in most cases as soon as possible particularly if you feel that the child is at risk. All records must be signed, dated and the time of day noted.
- Disclosure may not always be verbal - children may sign or show instead.

Do not underestimate the effects and impact on you. Ensure you know where to go to get support and whom you can talk to if needed. There are some useful contacts in Appendix 1 & 2

Responding to allegations of abuse, inappropriate or dangerous behaviour made against a member of staff, volunteer or other contracted worker

- Follow KCSIE Part 4 and refer to LADO
- If the allegation is against a member of staff, volunteer or contractor, then the procedure in Sections 7 & 8 applies and the concern reported to DSL or line manager immediately.
- If, however, the allegation is against the person to whom you have to report to, e.g. your line manager, then concerns should be reported to another DSL and/or the next senior line manager. In addition to this, the person in charge must take whatever steps necessary to secure the safety of any child who may be at risk, by, for example, removing the person who is the subject of the allegation from any situation involving students.
- The Regional Manager is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Head teacher or Registered Manager.

Irrespective of action by Social Services or the Police, Senior Management must follow the appropriate disciplinary procedure and decide whether the member of staff should be suspended or removed from work with students, pending investigation.

It is important to note that any member of staff raising concerns about a colleague is protected by our Whistleblowing Policy and their actions will not cause prejudice to their position or prospects at the school.

However, failure by a member of staff to report child safeguarding & protection concerns will result in disciplinary action.

Responding to allegations of peer-on-peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation).

This will always be taken seriously and acted upon at Victoria Education Centre and Children's Home. A referral will be made to MASH if sexually harmful behaviour. It must not be dismissed as 'banter' or 'part of growing up'. It is necessary to gather the information as soon as possible to get the true facts around what has occurred. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse listen to the young people and remain calm and supportive. Instigate immediate support from a DSL. Consider age of children involved; where did the alleged incident(s) take place; what was the explanation and each of the children's own understanding of what occurred and whether the behaviour been repeated. Any hate crime/incident will be reported through local reporting mechanisms.

We recognise that the child(ren) instigating abuse may also be at risk of harm and require support. We will also help them to understand the nature of their behaviour and the effect it has on others.

If a young person is a Schedule 1 offender:

Where Livability is offering a service to a child or young person who has a conviction

of a Schedule 1 offence, the DSL should:

- Ensure that as much relevant background history as possible is obtained before any young person joins a project, through liaison with all agencies.
- Ensure that previous records of convictions or concerns regarding offending behaviour are recorded.
- A Schedule 1 offender is a person over the age of 10 years who has been convicted or accepted a caution for offences against children. This status is permanent; the offence is never spent. There is a wide range of Schedule 1 Offences and include physical and sexual offences. It is vital to know what the offence was, the context and circumstances of the offence. For example, a 16 year old may be convicted of physical assault against another 16 year old in the context of 'a street fight' and then be deemed a Schedule 1 Offender. A 14 year old may have raped an 8 year old and be deemed a Schedule 1 Offender.

Notifications

Police

It is the requirement of Victoria Education Centre and Children's Home to report to the Police any evidence known of a child being sexually exploited or of

unauthorised persons picking up, contacting students in the school, or observed trying to make contact with students outside the school.

Substantiated allegations against staff and referral to the ISA

If an allegation is substantiated and the person is dismissed or Livability ceases to use the person's services or the person resigns or otherwise ceases to provide services, Livability will make a referral to the Independent Safeguarding Authority (ISA). This will be submitted by the Human Resources (HR) team.

General concerns

Should a member of staff be concerned that any reported incident has not been responded to appropriately by Victoria Education Centre and Children's Home management team they can raise their concerns by contacting Livability at raisingconcerns@Livability.org.uk

Livability
6 Mitre Passage
London
SE10 0ER
Tel: 020 7452 2000 Fax: 020 7452 2001
Mob: 07738 320870 (On Call)

If staff are concerned about practice at Victoria Education Centre and Children's Home which puts students at risk of abuse or serious harm, they may contact:

OFSTED's National Business Unit
5th Floor Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel: 0300 1231231

(if there is a very urgent situation or significant media interest).

It is also the responsibility of the DSL to inform OFSTED of any safeguarding enquiries involving the school on a Notification of Serious Childcare incident form (OFSTED).

Livability Safeguarding Forum and Board

In order to achieve effective safeguarding there needs to be constructive relationships between individual workers, promoted and supported by the commitment of named director and service leads and a clear line of accountability and governance through the organisation to Trustees.

The Livability safeguarding process includes the review of all alerts raised which relate to children notified by services. The review tracks individual cases, local management actions, investigations and outcomes to ensure consistent

application of process and effectiveness of response. This process is overseen by the Director of Operations

A safeguarding forum of Directors of Operations, Head of Quality and Head of HR reviews safeguarding data and information to identify any trends and highlight opportunities for local or organisational learning.

Safeguarding data feeds into the quality system, is reviewed alongside other operational and service data and used to inform quality and practice development team visits and monitoring and line management responses.

In addition to officer level scrutiny, safety and wellbeing of children and young people is monitored through, Livability Trustees and the Local Governing Board (LGB). This is achieved through a named trustee of the Safeguarding Board, a safeguarding governor and link trustees on LGB's.

An independent safeguarding board of trustees and external advisors meets four times a year to carry out individual serious case reviews and track trends and incidence data.

Balancing the rights of confidentiality and protection

We must ensure that every child receiving services from or having contact with Victoria Education Centre and Children's Home is not subjected to the risk of being abused.

We should ensure that we provide the necessary advice, support and guidance to all students and young people, whilst respecting their right to confidentiality and in keeping their confidence. We must allow the young person to take responsibility for their own decisions and future actions by providing them with information, support and guidance. Staff should advise all young people and students that information pertaining to issues of safeguarding & child protection may have to be shared with specific others in accordance with this safeguarding & child protection policy and legal requirements.

If there is a life-threatening or significant risk of harm to any child or young person, then the member of staff should always follow procedures as safeguarding & child protection is paramount over confidentiality.

Early help

Victoria Education Centre and Children's Home are committed to providing early help, recognising that it is more effective in promoting the welfare of children than reacting later.

In order to do this, Victoria Education Centre and Children's Home will work with other local agencies to identify children and families who would benefit from early help.

Victoria Education Centre and Children's Home have the following internal support services that will form a part of our Early Help actions:

- School nurses
- Student counsellor
- Parent support group
- Physiotherapy
- Speech and language therapy
- Occupational therapy
- Youth club and a range of other after school activities
- Respite identified through section 17 of the Children's Act Child in Need
- BEACON bereavement counselling and support group
- Undertake an assessment of the need for early help via the common assessment framework or through routes identified by other local authorities students come from
- Refer to appropriate services e.g. Counselling and Mental Health Service (CAMHS), Educational Psychology, external counselling

Partnership with parents

Victoria Education Centre and Children's Home have a commitment to work in partnership with parents or carers and recommend that in most situations it is appropriate to discuss initial concerns with them.

Victoria Education Centre and Children's Home encourage positive communication between home and school through the use of the Student Planners, telephone communication, Keeps Kids Safe text and email alerts and emailing directly to the teacher or therapists.

All concerns of a safeguarding nature that are discussed with parents will be recorded in a secure online / electronic reporting system for reference in case of further causes for concern being raised at a later date.

All concerns raised will be done so with the offer of early help and or the opportunity to come into school to meet to identify appropriate support. There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

The Police via Children's Services will alert the Designated Safeguarding Lead at Victoria Education Centre that a domestic abuse incident has occurred at the home of a child. We will respond to this alert which will be logged and relevant staff will be advised on a need to know basis in order to monitor the child's welfare. Victoria Education Centre will work with all

agencies to support individuals who are affected by domestic violence and abuse.

We encourage parents to disclose any concerns they may have with Victoria Education centre and Children's Home and we make parents aware of our safeguarding & child protection Policies and parents are aware that these are on the school website along with a safeguarding information leaflet for parents.

Safer recruitment (Single Central Record)

Victoria Education Centre holds a Single Central Record (SCR) which contains the relevant statutory information and recruitment checks made for all staff, volunteers and school governors working across the Centre. The record is contained within a management information system called Facility, and a live report can be downloaded at any time, upon request.

The information that can be found within the SCR is outlined below:

- Name
- Address
- Date of Birth
- ID check, date of check, who checked by
- Job Title and Department
- Employment Start Date
- Employment number
- DBS Disclosure Number
- DBS Disclosure Issue Date + whether it contains information
- Level of Disclosure (usually Enhanced plus Children and/or Adult Barred list)
- Barred list check (covered under Enhanced disclosure as above)
- Staff suitability declaration
- Teacher's reference number (if relevant)
- Teachers prohibition check and Qualified Teacher Status (QTS) (if relevant)
- Therapy or Nurse registration number (if relevant)
- Professional registration check for therapists and nurses
- References received, checked, date of check, who checked by
- Qualification check, date of check, who checked by (if relevant to role)
- Right to Work in the UK check, date checked and who checked by

Checks for individuals who have lived or worked outside the UK:

A reference is obtained from the country where the employee has recently worked (if within the last 2 years) and this information is stored on the employee's file. The referee is told that the post involves access to vulnerable children and young people/adults, and asks if they know of any reason why this person is not suitable for employment at Victoria Education Centre. Where possible, and if appropriate, an overseas criminal records check would be sought.

All of the above information is checked as part of our Safer Recruitment process before the employee begins working at Victoria Education Centre.

The checks are carried out by the HR Business Partner and/or HR Assistant, and then logged on to the Facility database.
Safer Recruitment Training – has been undertaken by members of the Senior Leadership Team and some Governors. At least one of these individuals sits on interview panels for all new employees.

Staff suitability declaration

Childcare disqualification requirements

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[1] or later years childcare to children who have not attained the age of eight; or
- being directly concerned in the management of that childcare

‘Early years childcare is any care for a child from birth to the 1 September following a child’s 5th birthday and includes education and any other supervised activity’.

In addition to inclusion on the Children’s Barred List, the wider disqualification criteria include:

- 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;
- living in the same household where another person who is disqualified lives or works (disqualification ‘by association’).

The grounds for disqualification can be found in the childcare legislation set out above.

At Victoria Education Centre and Children’s Home we have asked staff to sign and return the document in Appendix 6

Staff training and induction

All of the DSL will attend safeguarding & child protection training at least once every two years, attend external safeguarding & child protection forums and events, and keep up to date with recommendations from serious case reviews, changes to national and LSCB policy and guidance.

The whole school staff group will receive safeguarding & child protection training at least every three years with annual up-dates and notifications of any necessary changes, reminders being made available as required.

All new staff, volunteers and governors will receive safeguarding & child protection induction to ensure understanding of the safeguarding & child protection Policy & Procedure

All supervisions with staff will include safeguarding.

All meetings will have safeguarding as a standing agenda item.

Conclusion

This procedure document confirms Victoria Education Centre and Children’s Home staffs’ commitment to promoting the welfare and safety of students and young people. All Victoria Education Centre staff are expected to become familiar with this document and to apply it in practice. Safeguarding & child protection does not operate in a vacuum. Staff must always remember that the welfare of the child is paramount regardless of the situation. If in doubt, always ask. If you are unhappy or uncomfortable about a response or situation “speak out”.

Revised: November 2017	Revised by: Simon Brown & DSL Team
	Reason for update: <i>Safeguarding audit</i>

Frequency of review: Annual	Due for revision: September 2018
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Appendix 1 Links to relevant law and guidance

Working Together to Safeguarding Children 2015

<http://www.workingtogetheronline.co.uk/chapters/contents.html>

Keeping Children Safe in Education 2016

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

What to do if you're worried a child is being abused 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges) <http://www.legislation.gov.uk/ukpga/2002/32/section/175>

Ofsted, Safeguarding Children

<http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children>

Guidance for Safer Working Practice for Adults who work with children and young people - web archive

www.nationalarchives.gov.uk/.../dcsf.gov...practice/ig00311/

Counter terrorism Act 2015

<http://www.legislation.gov.uk/ukpga/2015/6/resources>

Prevent Duty Guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

The Prevent Duty Departmental advice for schools and childcare providers

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Teachers Standards 2012 (part 2)

<https://www.gov.uk/government/.../TeachersStandards.pdf>

Bournemouth and Poole Local Safeguarding Children's Board (LSCB) www.bournemouth-poole-lscb.org.uk

Livability Governor's Handbook

UN Convention on the Rights of the Child 1989

<http://www.unicef.org.uk/Documents/Publicationpdfs/UNCRCPRESS200910web.pdf>

Equality Act 2010

<http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010>

Female Genital Mutilation Act 2003 as amended by the Serious Crime Act 2015

http://www.legislation.gov.uk/ukpga/2003/31/pdfs/ukpga_20030031_en.pdf

Appendix 2 Useful contacts

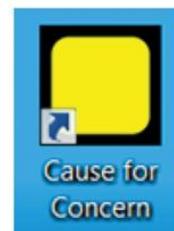
LADO for Children - John McLoughlin	Tel: 01202 714677
LADO for Children - Julie Murphy	Tel: 01202 714677
LADO for Adults - Ian Baker	Tel: 01202 633902 EXT 3047
Poole MASH (Multi Agency Safeguarding Hub)	Tel: 01202 735046 childreferrals@poole.gov.uk
Bournemouth MASH (Multi Agency Safeguarding Hub)	Tel: 01202 458101 MASH@bournemouth.gov.uk
Dorset MASH (Multi Agency Safeguarding Hub)	Tel: 01202 735046 children&families@poole.gov.uk
Dorset Police Child Protection Investigation Unit (Dorset Police Headquarters, Winfrith)	Tel: 01929 462727
Safeguarding referral unit of the police	Tel: 01202 222229 sru@dorset.pnn.police.uk
Safer Schools Community Team (SSCT)	Tel: 01202 222844 ssct@dorset.pnn.police.uk
Prevent Leads are Bournemouth – Andrew Williams	Andrew.Williams@Bournemouth.gov.uk Tel: (01202) 458240, Mobile: 07500
Poole – Anthi Minhinnick	975396 a.minhinnick@poole.gov.uk Tel: 01202 223320
Ofsted	Tel: 0300 123 1231

Appendix 3 CPOMS



CPOMS Adding an Incident

- Click on the Cause for Concern Icon on your desktop
- Login using your email address (usually initialsurname@victoria.poole.sch.uk) and Password
- From the Purple Bar at the top of the window select 'Add Incident'
- Student Name: Start typing the students name then select from the list - if you cannot see the student please ask Fiona
- Incident: Type in the location of the incident and then fill in the full details of the incident. Remember this is an official document so avoid slang and check spelling, punctuation etc.
- Catagories: Always select 'Cause for Concern' and any others that are appropriate
- Linked Students: Add any other students who are directly involved with the incident
- Date/Time: This is a 24hour clock. It can be changed if there has been a delay in reporting the incident use a : (colon) between numbers
- Alert Staff Member: Alert Safeguarding cause for concern alert team, this will alert all the relevant people that need to know
- Submit the Incident: Click on 'Add Incident' button
- You will then see a window confirming that the incident has been added. To view what you have submitted click on 'Add Action' (NB you will not be able to see any actions added by the safeguarding team unless you have been alerted by them)
- Remember to log out at the end of your session
- Any questions / problems please ask



Appendix 4 Whistle Blowing Poster



What To Do If...

you witness Staff

- **Behaving in a way that has harmed or may harm a child.**
- **Possibly committing a criminal offence against or relating to a child.**
- **BEHAVING in a way towards a child in a manner that suggests she/he is unsuitable to work with children.**

Ensure Safety of Child

Fill in concern sheet with as much detail as possible

Inform your D.S.O. or line manager as soon as possible

Be assured that your concern is being taken seriously

REMEMBER, THE CHILD is always your priority when referring an allegation.

Stopping poor practice before it becomes abusive.

Appendix 5 Staff and Visitors Safeguarding Information

Safeguarding



Protecting those in our care from HARM

If you witness or suspect harm, or have a concern, you

MUST:

ACT IMMEDIATELY

Consult immediately one of the following Designated Safeguarding Leaders:

Education:

Children's Home:



Simon
Brown



Kate
Baldwin



Angus
Collins



Aaron
Gregory



Rhiannon
Beer



Nicky
Greenway

Your line manager or senior manager on call.

If none of the above people are available, ask for them to be contacted. Make it clear that it is a safeguarding issue and therefore **URGENT!**

Do not confront or report anything to the person you suspect; this could prejudice any enquiry that may follow.

If the person you suspect is on the above list or close to someone on the list, go straight to the next person named.

If you are not satisfied or cannot contact any of the above, you must contact your local Social Services Department or the Police.

You must do something straight away and be totally satisfied that you have been taken seriously.

Ofsted contact number: 0300 1231231

CQC contact number: 03000 616161

Poole Social Services Safeguarding Team: 01202 714747/01202 714677

Police: 01202 222222 or 999

Livability On Call Number: 07738 320870

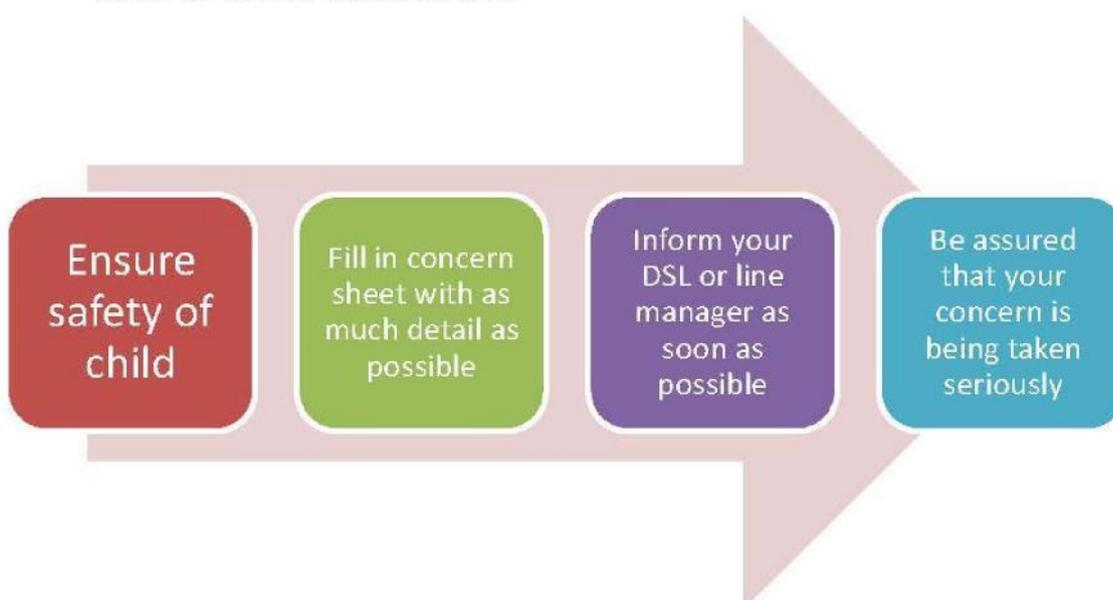
Please remember, there is a legal requirement to report concerns within 24 hours



What to do if

You witness staff

- Behaving in a way that has harmed or may harm a child
- Possibly committing a criminal offence against or relating to a child
- Behaving in a way towards a child in a manner that suggests she/he is unsuitable to work with children



Remember, the child is always your priority when referring an allegation.

Stop poor practice before it becomes abusive

Appendix 6 Parents Safeguarding Information

Safeguarding Children and Young People at Victoria Education Centre

Good Practice Guidelines for Parents

This booklet is designed to help all parents and carers who visit our school, including at the beginning and the end of the school day, to understand the expected behaviour around our children in order to ensure their safety.

All adults coming onto the school premises, including the playground and inside the building, have a duty of care towards the welfare of the children at our school and that of all adults.

**Together we have a collective
responsibility**

What is safeguarding?

Every child can potentially be hurt, put at risk from harm or abused regardless of their age, gender, religion or ethnicity.

Safeguarding means that:

- children are protected from mistreatment
- a child's health, or development, is protected
- children grow up with safe and effective care
- action is taken to ensure the best outcomes for all children

Safeguarding is the action we take to promote the welfare of children and protect them from harm. It is **everyone's responsibility**.

Equally we are all responsible for ensuring we all safeguard each other as adults.

Child Protection

This is the process of protecting children who may be suffering from, or at risk of, significant harm. This includes physical abuse, sexual abuse, neglect and emotional harm.

Child protection promotes the rights and welfare of all children.

Our Designated Safeguarding Leaders in school are:

Simon Brown	sbrown@victoria.poole.sch.uk
Angus Collins	acollins@victoria.poole.sch.uk
Kate Baldwin	kbaldwin@victoria.poole.sch.uk
Aaron Gregory	agregory@victoria.poole.sch.uk

These members of staff are responsible for speaking to parents if concerns arise, and making referrals to Children's Social care with, or without, parental permission.

For more details please read a copy of our [Child Protection policy](#).

Resources for parents to help safeguard their children

The NSPCC website has some fantastic resources to help parents educate their children about keeping themselves safe. Visit their website at www.nspcc.org.uk

School Guidelines

By following these simple guidelines you safeguard students at our school and yourself.

Parents in the school grounds

1. Parents must never approach other peoples' children to discuss any type of issue with them. This is unacceptable and the school will take immediate action should this happen. This will involve calling Children's Social Care as this is our legal duty. We may also call the police. When threatening and unfamiliar adults approach children, they feel:

- frightened
- vulnerable
- unsafe
- scared
- intimidated

You wouldn't like your child to feel this way. [Take the right approach – come into school and let us deal with it.](#)

2. Parents should not approach other parents if they have an issue with either them or their child. This is not the right way to deal with problems and leads to:

- unacceptable behaviour on our school grounds
- children feeling frightened
- both adults and children feeling unsafe on school grounds

3. If you see, or hear, something that concerns you regarding the welfare of one of our students:

- come into school and speak to one of the designated staff
- make a note of the concern including the time, date, factual details and names where possible; pass this information to school. You can remain anonymous if you wish.

Social Networking

Talking on Facebook

Please refrain from discussing the school, or its staff, on a social networking site such as Facebook or Twitter. This protects not only the school but yourselves too! Members of staff can, and will, contact the police if there are malicious comments made about them.

Photographs

If you would like to upload any photographs of your children at school events such as 'Sports Day', school productions or sharing assemblies please remember that only your own child should be on the picture. We have some children who cannot, for safety reasons, be photographed.

Think: how would you feel if your child was visible online without your permission or your knowledge?

Remember together we have a collective responsibility

Appendix 7 Staff Suitability Declaration

This form is to be completed by all new staff before commencement of employment and completed by all staff, volunteers and Governors on an annual basis at the commencement of the autumn term.

Name:

Post:

Headteacher: **Mr. Simon Brown**

Please answer the questions and sign the declaration below to demonstrate that you are safe to work with children. If you are unsure please see your line manager.

Please circle yes or no against each bullet point below:

<p>Questions relating to you:</p> <p>Are you <i>disqualified for caring for children</i>? For example:</p> <ul style="list-style-type: none"> • Have you been cautioned or convicted of any offences against a child? • Have you been barred from working with children by the Disclosure and Barring Service (DBS)? • Have your children been taken into care? • Have or are your children the subject of a child protection order? • Has a court order been made in respect of a child under your care? • Have you been refused registration or had registration cancelled in relation to childcare or a children's home or have you been disqualified from private fostering? • Have you been cautioned or convicted of any violent or sexual offences against an adult? 	<p>YES/NO</p> <p>YES/NO YES/NO</p> <p>YES/NO YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>
<p>Questions relating to ALL others in your household ('household' means anyone residing permanently with you or for any temporary period of time):</p> <p>Is anyone living in your household <i>disqualified for caring for children</i>? For example:</p> <ul style="list-style-type: none"> • Has anyone living in your household been cautioned or convicted of any offences against a child? • Has anyone living in your household been cautioned or convicted of any violent or sexual offences against an adult? • Has anyone living in your household been barred from working with children by the Disclosure and Barring Service (DBS)? 	<p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>

• Does anyone living in your household have children that have been taken into care?	YES/NO
• Has anyone living in your household been the subject of a child protection order?	YES/NO
• Has anyone living in your household had a court order made in	YES/NO

If you have answered YES to any of the questions above, please provide further information below:

.....

I understand my responsibility to safeguard children and am aware that I must notify the Headteacher of anything that may affect my suitability or that of anyone living in my household.

I will ensure I notify the Headteacher immediately of any changes to my situation or that of anyone living in my household.

I am aware that if I am taking medication on a regular basis I must notify the Headteacher, and must keep the medication in a safe place, out of the reach of children.

I will ensure that I notify the Headteacher if I experience any health concerns which could impact upon my ability to work with children.

I give permission for you to contact any previous settings, local authority staff, the police, the DBS, or any medical professionals, to share information about my suitability to care for children.

Signed..... Date.....

(Name in block capitals)

Headteacher (signature) Date.....

Headteacher – please record follow-on action taken, where relevant

.....
.....
.....
.....
.....

Headteacher (signature)..... Date action taken.....