

Castle Hill Primary School

Safeguarding Policy

Castle Hill Primary School fully recognises its responsibilities for safeguarding children
(child protection)

As a committed member of UNICEF and a follower of the conventions in everything we do, we are a rights respecting school.

**Therefore in writing this policy, we relate to Articles
1, 2, 3, 5, 6, 9, 12, 13, 16, 18, 19, 23, 25, 26, 28, 29, 31, 33, 34, 36, 39**

This Policy has been reviewed upon reading the new guidance and changes in Keeping Children Safe in Education. (Sept.2016) All staff have been given section one, in which all the changes have been highlighted. Annual safeguarding training of all staff in September will reiterate these changes. The PREVENT strategy and knowledge of CHANNEL is and FGM reviewed annually. The SLT and Safeguarding Governor have read the whole document and all changes were highlighted.

Designated Safeguarding Lead: Su Broadhurst- Head Teacher (DSL)

Other Designated staff supporting safeguarding: Clare Wilson - SENDco Jan Spencer - (DSL)

Designated Governor for safeguarding: Karen Lee

Our policy applies to all staff, governors and volunteers working in the school. There are 5 main elements to 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 logging welfare concerns and referring to the children's helpdesk.
- Supporting children who have been abused in accordance with his/her agreed child protection plans.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, 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 (Su Broadhurst Head Teacher) for safeguarding (child protection) who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection (Karen Lee) 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.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to Su Broadhurst/ Clare Wilson. All staff and designated governors should undertake a two hour training refresher course every 3 years.
- Ensure that the Governing Body understands its responsibility in relation to safeguarding arrangements within extended services - the importance of working together with appropriate agencies for the safety and well-being of the children.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection.
- 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.
- 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. (Appendix 1)
- Ensure the correct procedure is followed when making a referral.
- Designated Teacher to complete the LA referral form (Appendix 2)
- Ensure all records are kept securely, separate from the main pupil file.
- 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 safer recruitment practices are always followed. This includes the Head Teacher and at least one further member of the Governing Body undertaking NCSL Safer Recruitment Training (www.ncsl.org.uk) and the keeping and regular updating of a Single Central Record of all staff/volunteers according to current recommended practice.

- Follow procedures where an allegation is made against a member of staff or volunteer.
(Appendix 3)

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 the 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 child 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 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 child such as social care, child and adult mental health service, education welfare service, School Nurse Team 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.
- Staff Code of Conduct

What do we mean by 'child abuse'?

A child under the age of 17 who has suffered from

- neglect
- physical abuse
- sexual abuse
- emotional abuse

which the person who had custody, charge or care of the child either caused or knowingly failed to prevent.

Under Section 5(1) of the Criminal Law Act (N.I.) 1967 anyone who knows or believes that an arrestable offence has been committed, and has information which is likely to secure the arrest of the person responsible, has a duty to give that information to the police, failure to do so is in itself an offence. Physical and sexual abuses are arrestable offences.

Under the "Protocol for Joint Investigations" established between the Police and Social Services, where either agency receives a report that a child is at risk, the other is automatically informed.

If the school has a general concern about the welfare or safety of a child we should, in the first instance, contact social services. The school should not speak to the parent.

Definitions of Abuse

Neglect

The persistent or severe neglect of a child (e.g. by exposure to any kind of danger including cold or starvation), which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Physical abuse

Physical injury to a child, including deliberate poisoning, where there is definite knowledge, or a reasonable suspicion that the injury was inflicted or knowingly not prevented.

Sexual abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not truly comprehend, and to which they are unable to give informed consent or that violate the social taboos of family roles.

Emotional abuse

The severe, adverse effects on the behaviour and emotional development of a child by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment; this category should be used where it is the main or sole form of abuse.

Identifying abuse

It is always preferable to prevent abuse or for intervention to take place at the earliest possible stage.

All school staff are well placed to observe outward symptoms which may be due to child abuse.

Signs and symptoms:

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- A series of minor injuries
- Unexplained bruising
 - in and around the mouth
 - black eyes - especially if both eyes are black and there is no bruising
 - to forehead or nose
 - grasp marks
 - finger marks
 - bruising of the ears
 - linear bruising (particularly buttocks or back)
 - differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural pattern
- Frozen look
- Attention seeking
- Apprehension
- Anti-social behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self esteem
- Self mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to undressing for PE
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance - repeated infections etc.
- Excessive dependence
- Poor growth

No list of symptoms can be exhaustive. They may give rise to concern but are not in themselves proof that abuse has occurred.

As part of our Safe Guarding Policy staff are updated about specific safeguarding issues as :

- **Child sexual exploitation**
- Bullying and cyber bullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- **Female genital mutilation**
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking
- Prevention of Radicalisation.

Child sexual exploitation involves exploitive situations, contexts and relationships where young people receive something 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 gifts or attention, to serious organised crime by gangs and groups.

Female genital mutilation (FGM) - professionals in all agencies, and individuals and groups in relevant communities, need to be alerted to the possibility of a girl being at risk of FGM, or already having suffered from FGM. There is a range of potential indicators that a child or young persons may be at risk of FGM, which individually may not indicate risk but if there are two or more likely indicators present this could signal risk to child or young person. Victims of FGM are more than likely to come from a community that is known to practice FGM. - Warning signs that FGM may be about to take place can be found on 11-12 of the multi-agency Practice Guidelines. GSCB website.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term 'teacher'.

Extremism is 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Prevention of Radicalisation and Extremism.

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. It is also anticipated that the need to prevent people from being

drawn into terrorism"¹³. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies

12 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

13 "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to

14 challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism¹¹. 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 13 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. School staff should use their professional judgement in identifying children who might be at risk of

radicalisation and act proportionately which may include making a referral to the Channel programme

Reporting a Safeguarding Concern

Where a member of staff is concerned that abuse may have occurred, he or she must report this immediately to the Head Teacher who has specific responsibility for child protection, and must complete a safeguarding log - Appendix 1.. If the Head Teacher is not in school then the member of staff should inform the Head of Teaching and Learning. The Head Teacher will then inform Social Services via the referral form - Appendix 2. In an emergency both Social Services and the police are informed immediately and Social Services are asked to come into school immediately. For an EAL child an interpreter is to be called in to translate.

All staff should recognise that, in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by involving others, in the child's best interest.

No promise of confidentiality can or should be given where abuse is alleged.

Referral and the Role of the Designated Teacher

- In all cases where abuse is suspected or where an allegation has been made by a pupil or a third party that abuse has taken place, or where serious concerns exist about the welfare of a child, teachers and other members of staff should report the information to the Designated Teacher.
- The Designated Teacher should not speak to the parents.
- The Designated Teacher should immediately refer these cases to or consult with Social Services.
- Where physical or sexual abuse is suspected or alleged, refer the case to the Police.
- Contact with or referral to Social Services will not automatically trigger a Child protection investigation, however it may result in an investigation whether or not the teacher intended a formal referral.
- Any allegation by a child that he or she is suffering or has suffered abuse should immediately trigger the reporting procedures.
- Where the Head Teacher is suspected of abuse, the Deputy Designated Teacher should report the matter to Social Services, the Police and the Chairperson of the Board of Governors.
- When making a referral, the Designated Teacher should be informed of the timing of the strategy discussion between the statutory agencies, which will decide whether and how to investigate. Clarify, when, how and by whom the parents and the child will be told that a referral has been made.
- The Designated Teacher or a teacher who knows the child well should be prepared to contribute to the strategy discussion the school's knowledge of the child.

- The Designated teacher will keep the Designated Governor informed when they see fit.

Procedures - The First Step

Where staff see signs that cause them concern they should seek some clarification from the child, with tact, understanding and open questioning.

He or she should immediately bring them to the attention of either the class teacher or the Head Teacher so that the necessary clarification can be carried out.

Care must be taken in asking and interpreting the child's responses to questions about indication of abuse.

Staff should be aware that the way in which they talk to a child could have an effect on the evidence, which may be put forward if there are subsequent criminal proceedings.

Guidelines for Questioning

- Never ask leading questions, as this can later be interpreted as putting ideas into the child's mind.
- Do not ask questions that would encourage the child to change his or her version of events in any way or which would impose your own assumptions e.g. "Tell me what happened" as opposed to "Did they do X to you?".
- Listen to the child. Do not interrupt if he or she is freely recalling significant events. Make a note of the discussion to pass on to the designated teacher. The note should record time, date, place and people who were present and what was said. Signs of physical injury observed should be described in detail or sketched. Under no circumstances should a child's clothing be removed.
- Any comment by the child, or subsequently by a parent or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting words actually used.
Do not give the child undertakings of confidentiality but reassure the child that information will only be disclosed to those professionals who need to know.
- Notes of the discussion may need to be used in any subsequent court proceedings.
- Be sensitive to what a child says, treat it seriously and value what they say.
- While discreet preliminary clarification from the child, parent or other carer will often help to confirm or allay concerns; it is not the responsibility of teachers to carry out investigations, or to make extensive enquiries of members of the child's family or other carers!

Making a referral is a serious decision. Advice, information and guidance may be sought from the Head Teacher, a senior member of staff or the class teacher. Advice and support are also available from:-

- Social Services
- NSPCC
- The School Nurse
- The Education Welfare Officer
- The Educational Psychologist

The school realises the importance of a co-ordinated approach to child protection by developing effective liaison with other agencies and support service.

Reports for Child Protection Conferences: -

- should focus on child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and adults within the school and where appropriate the child's appearance.
- if relevant, should include what is already known about the child's relations with his or her family and the family structure.
- should be objective and based on evidence.
- should contain only fact, observations and reasons for concern.

Reports will be made available to the parents at the Child Protection Conference and may be used in court.

All reports should be checked and signed by the designated teacher or her deputy.

Aims of Castle Hill Primary School regarding Child Protection

By following the correct procedures we:

- care for the child.
- care for our school.
- care for the community we serve.
- respond to the guidelines and procedures of other agencies.

We realise the important role teachers play in identifying potential cases of child abuse. All staff have a total commitment to child protection.

We endeavour to raise children's awareness about themselves and to develop a trusting climate in which our children feel able to talk and share their thoughts and feelings.

Central Record of Checks

- Record of checks must be kept for all staff who work at the setting who have regular contact with children. This will cover volunteers, Governors who also work as volunteers within the school, and people brought into the school to provide additional teaching or other experiences for pupils but who are not staff members eg a specialist sports coach or artist.
- Also all staff employed as supply staff to the school whether employed directly by the school or local authority or through an agency.

General Matters

Castle Hill Primary School recognises the importance of a partnership between home and school but where issues of child abuse or suspected child abuse arise, our first and only responsibility is to the child.

We may not be able to prevent child abuse but by following child protection procedures, we will try our best to protect all our children and this is our prime objective.

The school will keep a list of children causing concern and who need to be monitored. Staff are kept informed of any child in their class who is on this list. The Head Teacher will be kept informed of any changes or additions to the list.

In the unlikely event of Mrs Broadhurst, Clare Wilson or Jan Spencer not being available, any emergency involving Child Protection issues will be referred to a member of the Senior Management Team/Designated Governor/Chair of Govs.

This policy will be reviewed and updated annually.

Appendix 1 - Castle Hill Primary School - Safeguarding Log

Safeguarding/Child Protection

Recording a Concern/Disclosure

Once this form has been completed it must be filed in the appropriate folder in the Head Teacher's Office. You must alert the Designated Safeguarding Lead without delay. (DSL) Su Broadhurst, Clare Wilson or Jan Spencer

If all are out - you must seek support from Jacqui Blake or Sara Raymond

Children's helpdesk - 01425 426565

Referral and assessment team - 01452 427677

Child's name	Date of Birth	Date and time of concern
Factual account of what happened, where and who was present using the child's own words.		
Any opinion/interpretation needs to be explained here.		
Your response		
Print name	Signature	
Job title	Date and time of record	

Recording Concerns in School

The SENco has a child protection report folder where she logs any concern such as:

Came to school with no breakfast

Unclean

Tired

Unusual behaviours

The list is not exhaustive and teachers still continue to have open professional dialogues with key staff. These files have been invaluable in tracking patterns and building a picture of an individual or family.

Please see link for our professional referral form:

<http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols>

Complete the form and send to either, Childrenshelpdesk-gcsx@gloucestershire.gcsx.gov.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:	
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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
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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:	Open/Closed/Don't Know
		Status:	
		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.	
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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 3

Management of Allegations against Staff

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

If the complaint has been made against a member of staff, the Government's Allegations Management Procedures (from Working Together 2006) must be implemented.

- The designated person should immediately contact the Headteacher (or equivalent in the setting), who must in turn contact the Local Authority Designated Officer for Allegations (LADO) on 01452 426994 or 01452 583638 for an Initial Discussion.
- If necessary, the Head teacher, Local Authority Designated Officer, Social Worker representatives of the Safeguarding Children Service, HR and Police will then convene a Strategy 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 staff keep themselves safe and to minimise the risk of allegations of abuse with regards to restraint of pupils, please visit www.gloucestershire.gov.uk and search for "Physical Intervention". This includes a school/setting support pack and guidance on the use of physical interventions.

Procedure where the Headteacher is the designated person for child protection

- A member of staff receiving a complaint against a Headteacher who is the designated person should report it immediately to the Deputy Headteacher, 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.
- 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