

EASTINGTON PRIMARY SCHOOL



Safeguarding Children (Child Protection) Policy

(to be applied with related policies for Attendance, Disability Equality, Safer Recruitment, e-Safety, Behaviour, Anti-Bullying, Confidentiality, Whistle Blowing and Safer Working Practices)

This policy reflects 'Keeping Children Safe in Education' guidance DfE 2014 and is reviewed annually in line with an audit of provision

Eastington Primary is a Rights Respecting School and this policy incorporates the principles and practices of the UNICEF RRS initiative. In particular, it is important to refer to the following articles of Children's Rights;

- Article 16: Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.
- Article 18: Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.
- Article 20: Children who cannot be looked after by their own family must be looked after properly and safely, by people who respect their religion, culture and language.

Eastington Primary School details:

Governor Leads: Mrs Kay Davis / Mrs Sarah Underdown

Designated School Safety Lead: Mrs Catrin Parsons

Deputy Designated Safety Lead: Mrs Karen Rome

Status and Review Cycle: Statutory/Annual

Next Review Date: May 2015

Safeguarding Children (Child Protection) Policy



Statement of intent

At Eastington Primary School we have a responsibility to ensure that the children with whom we are in contact are protected from harm. The protection and welfare of the child is the paramount consideration in all actions.

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2014.

This document has been formulated by staff, governors, parent representatives and pupils (via the School Council) and supports the principles of the Children's Act, and guidance offered by national authorities. The purpose of this document is to help all who work in the school environment to identify and support children who may be at risk.

Gloucestershire Safeguarding Children Board states

'The protection and welfare of the child must be the paramount consideration in all action. All professionals in contact with children and their families must be aware of the possibility of child abuse and neglect and of the need to maintain vigilance at all times.

Children must be listened to, taken seriously and their comments fully evaluated'.

Context

Our policy applies to **all staff, governors and volunteers** working in and connected to the school.

At Eastington we will ensure that:

- We practice safe recruitment in line with Government guidance. The Headteacher, Deputy Headteacher and Chair of Gobs have received training as accredited recruiters. At least one will be on all interview panels and check the suitability of staff and volunteers to work with children. The Headteacher is required by statute to report to the Independent Safeguarding Authority (ISA), within one month of their leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- A Single Central Register is held for all staff which includes identity, qualification and health checks, right to work and reference checks. The Single Central Register is reviewed regularly by the Governing Body, which is attended by the Headteacher and the School Administrator. All staff are checked for their suitability to work with children through the Disclosure and Barring Service (DBS, formerly Criminal Records Bureau) at Enhanced level
- All staff are kept up to date with Child Protection issues and includes formal training every three years.
- By raising awareness of child protection issues and recognising that safeguarding incidents could happen anywhere.
- Children are equipped with the skills needed to keep them safe
- Governors are kept well informed about procedures through committee or full governors meetings and external training
- We implement procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk.

- By supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Eastington is a safe environment in which children can learn and develop
- All staff, volunteers and governors who regularly work in school will be subject to an Enhanced level DBS check. This is also requirement for all new governors prior to the commencement of their term of office.

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

At Eastington we 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 or in difficulty.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse and know who to turn to for help

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the DfE to:

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

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

The school will endeavour to support the pupil through:

- The content of the curriculum including regular consultation through safety questionnaires, individual conferencing and asking children to report about whether they have had a happy/sad lunchtimes/playtimes. Road safety, cycle training and working closely with secondary schools to prepare for transition
- An ethos which promotes a positive, supportive and secure environment where all pupils have a sense of being valued
- A Behaviour policy which is aimed at supporting vulnerable pupils in the school. The school strives to ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as Social Care, the Child and Adult Mental Health Service, Education Welfare 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.

Categories of concern

Neglect: The persistent or severe neglect of a child which results in significant impairment of the child's health or development. e.g.

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
- Failure to protect from physical or emotional harm.
- Failure to meet child's basic emotional needs.
- Failure to ensure adequate supervision.
- Failure to ensure access to appropriate medical care.

Physical Abuse: Deliberate or intended injury to a child. e.g.

- Hitting shaking, throwing, burning, scalding, drowning, suffocating, or poisoning.
- Deliberate inducement of an illness.

Sexual Abuse: Actual or likely sexual exploitation. e.g.

- Use of force or enticement to take part in sexual activity penetrative, or non – penetrative.
- Involvement in non-contact activities such as looking at or making abusive images.
- Encouraging children to watch sexual activities.
- Encouraging children to behave in sexually inappropriate ways.
- Any sexual activity with a child under the age of 16. (with or without agreement)

Emotional Abuse: Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development. e.g.

- Conveying to a child that they are worthless, unloved or inadequate.
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

Recognition of possible abuse

Whilst recognising it is difficult to determine if abuse has occurred, teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children may exhibit any of the following without abuse having occurred:

Disclosure.

Non accidental injury, bruising or marks.

Explanation inconsistent with injury.

Several different explanations for an injury.

Reluctance to give information about an injury

A sudden change in behaviour – aggression, extroversion, depression, withdrawn.

Attention seeking

Hyperactivity

Poor attention

Appear frightened of parents or family members

Abnormal attachment between parent and child

Indiscriminate attachment

Hyper alertness.

Reduced response.

Frozen watchfulness.

Nightmares.

Anxiety/irritability.

Abdominal pain/headaches.

Poor self-esteem.

Poor peer relationships

Act in an inappropriate way for age

Over sexualised play/talk or drawings.

Excessive or inappropriate masturbation

Self-harm/eating disorder

Frequent visits to the toilet (urinary infection).

Reluctance to change for P.E.

Failure to thrive

Poor hygiene

Recurrent/untreated infections of skin or head lice

Untreated health/dental issues

Frequent absence from school or repeated lateness

Delay in meeting normal developmental milestones

Procedures and responsibilities – Designated Safety Lead (Mrs Catrin Parsons)

- Following all the correct procedures where abuse is disclosed
- Informing the relevant external agencies where necessary
- Ensuring that procedures and policies are kept up to date and relevant (including the 'Cause for Concern Register') as new information is produced
- Liaising with other members of staff and the school leadership (Headteacher and Deputy Headteacher) to keep staff informed about measures put in place to support and/or monitor individual cases

- Liaising with parents, carers and guardians about how a child is being supported
- Ensuring that support measures are being followed correctly by staff and support agencies.

Procedures and responsibilities – All staff

All staff should be aware of procedures to be followed when abuse is suspected, including those in cases where an accusation is made against a member of school's staff.

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure.

Any member of staff with an issue or concern relating to child protection should discuss it with the DSL as soon as possible. It should be made clear to the child that confidentiality cannot be guaranteed in respect of child protection issues. Allegations of child abuse must always be given the highest priority and referred immediately to the **Designated teacher (Mrs Cartin Parsons) or in her absence the Deputy DSL (Mrs Karen Rome)**

Actions in the event of a concern or disclosure

Suspicion of Abuse (if abuse is suspected but there has been no disclosure.)

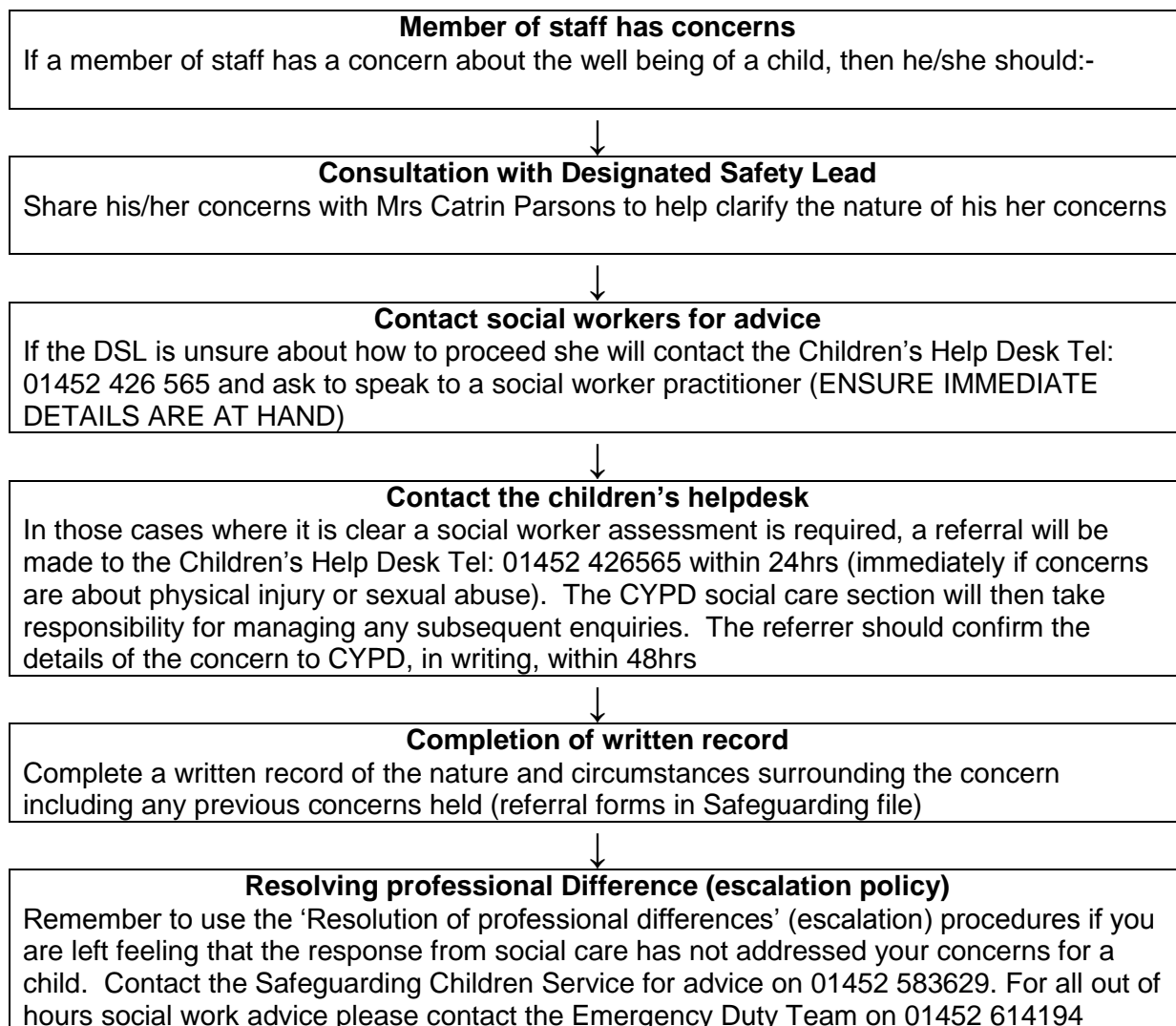
- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..." Believe the child and reassure them that they were right to talk to you.
- Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
- Report the suspicion to the Designated Safety Lead or the Headteacher.

Disclosure

1. Allow the child to talk – ask only open questions e.g. 'Can you tell me more about..' **Do not** press for detail, put forward your own ideas or use words that the child has not used themselves as this could lead to complications further down the line
2. Stay calm and reassuring.
3. **Do not** make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
4. Believe the child but do not apportion any blame to the perpetrator. (it may be someone they love)
5. Reassure the child that they were not to blame and they were right to talk to you, whilst information may need to be passed on, it will only be done to support and keep from harm the individual concerned.
6. Ask the child if they have told anyone else.
7. Keep an open mind.
8. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (The note should record **the time, date, place and people who were present as well as what was said**. This note may well be used in any subsequent court proceeding and may be required as evidence).
9. Establish details of full name, D.O.B. address and names of parents/guardians.
10. Report to the Designated Safety Lead or Headteacher who will contact the Social Services Department as necessary.

Please see step by step actions - 'Flow Chart for Response' (overleaf)

FLOW CHART FOR RESPONSE



REMEMBER - ALL STAFF MAY RAISE CONCERNS DIRECTLY WITH CHILDREN'S SOCIAL CARE SERVICES

EMERGENCY PROCEDURES

If the Designated Safety Lead/Deputy Lead or Headteacher are not available, establish the facts and details as above and contact the Children and Families Help Desk

Phone Glos. Children and Families Help Desk (Glos. 01452 426565) Ask for;

Social Services – Children and Families.

Ask for the Duty Social Worker

Check to see if the family are already known to Social Services

Discuss the situation and ask for advice

A social worker may come to school to talk to the child.

Establish who will be responsible for informing the parents.

Social services will contact the police (G.S.G.B - Glos. Safeguarding Children Board) as necessary. If action is taken, follow up the phone call with a referral form (see Appendix 1.)

If you believe a child to be at immediate risk of harm then please contact the police on 999.

Additional Guidance/information

- If a child confides in a member of staff and requests **confidentiality** it is important that the child is told sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context the child should however, be assured that the matter will be disclosed only to people who need to know
- The procedures are laid down in the Safeguarding Children's Handbook (Child Protection Procedures - copy held in school office)
- Where abuse is suspected or a sustainable allegation made, teachers and other members of staff should report the information to the school's **Designated Safety Lead for child protection (Mrs Catrin Parsons) or in her absence the Deputy Designated Safety Lead (Mrs K Rome)**. Both of whom have received multi-agency training (every 2 years)
- **All staff** have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. A member of staff who knows the child best should be prepared to contribute the school's knowledge of the child to a joint agency discussion
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. This also applies to all adults in the school should there be concerns. These should be reported to the DSL or the Headteacher
- The Designated teacher/Headteacher to inform Eastington School Governing body as laid down in the Child Protection Procedures Handbook
- Children identified on Child Protection Register will be monitored in line with agreed Child Protection Plan i.e. appropriate personnel who are in direct contact with said child to be informed and notify the Headteacher as part of monitoring process.
- Reports prepared for such discussions should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate the child's appearance. If relevant reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion
- All staff recognise the additional vulnerabilities for 'Looked After Children' who may be placed at an increased risk due to their individual circumstances. Any safeguarding concerns should be reported to the DSL in line with statutory guidance. Staff should be aware of LAC pupils in order to meet their needs as part of their overall development and safety
- All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. Separate policies for SEND and Anti Bullying provide further detail. The school maintains a record of bullying/racist incidents



Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyber-bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- 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

Further information on 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 cyber-bullying 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.

Female Genital Mutilation (FGM)

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. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Listening and talking to children (staff guidance)



- ❖ Take what the child says seriously
- ❖ React calmly because over reacting can frighten the child and compound feelings of guilt.
- ❖ Tell the child they are not to blame. Children often feel guilty.
- ❖ Explain to the child what will happen next.
- ❖ Check out your understanding with the child of what has happened if you are not clear what the child is telling you.
- ❖ Keep questions to a minimum and never lead the child, as leading questions may invalidate the child's testimony in court.
- ❖ Use the words the child uses (e.g. for different parts of the body). If the child is aware that you are reluctant to use particular words, they may feel reluctant to use the words themselves or may not speak at all.

When talking to children who may have been abused, you need to strike a balance between gathering enough information to establish whether or not there is cause for concern and undertaking an investigation interview which is the responsibility of the investigating agency. Having established that there is cause for concern, it should be possible to postpone a fuller interview until the social worker arrives.

Allegations Against Staff

- The Headteacher, or Governors in a case where the Headteacher is accused, should consider carefully whether the suspension of the person concerned is appropriate. Suspension should not be automatic. Further guidance on procedures when a Headteacher is accused of abuse is contained within the Child Protection Procedure Handbook. Advice should be sought from GSCB **Safeguarding Manager - Duncan Siret: 01452 58 3638**

- Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils. Physical contact is a particular issue where thought is required. With younger children touching is inevitable and provides reassurance. With older children, perfectly innocent actions can be misconstrued. In emergencies, physical restraint to prevent harm to the pupil or to others can be required.

Reporting concerns to Parents

As a general principle, it is important to be open and honest when dealing with parents. Parents have primary responsibility for the care of their children and in most circumstances

parents should be informed as soon as possible about concerns regarding their children. However, in some cases of alleged or suspected child abuse it may not be appropriate for parents to be informed immediately, because it may prejudice the investigation. In such cases concerns should be reported to the Headteacher who will in turn contact the local Social Services Department.

Guidance when listening and talking to parents

Parents react in many different ways when they hear their child is suspected of being abused. They can feel angry, threatened, indignant, depressed, ashamed or guilty, and it is understandable that people have strong feelings in such circumstances.

When talking to parents who may be highly emotional, it is helpful to:

- ❖ Meet parents with the Headteacher
- ❖ Be open and honest with parents and tell them the reasons for your concern
- ❖ Be very specific regarding the information you may wish to share
- ❖ Explain to parents that it is your duty as a teacher to report cases of suspected abuse. It may be helpful to outline to them the procedures, so professional guidelines are adhered to at all times.
- ❖ Make a written record of the meeting, what was said and who was present (date/time etc.)

Staff agreed Code of Conduct

- **Gifts received**
In the context of fostering understanding and promoting the relationship between adults and children gifts are deemed acceptable (e.g. Christmas cards etc.). Any concerns/issues as to the appropriateness of receiving/offering a token should be addressed to the Headteacher for guidance.
- **Arrangements for PE changing – boys/girls**
The staff need to be sensitive to the requirements of all the children when changing for PE. In certain cases alternative arrangements should be sought. For example, separate facilities for older children with clear procedures for supervision.
- **Access to toilet facilities**
In the event of an emergency it may be necessary for access to be gained by an adult without prior notice. Routine supervision will involve notifying the occupants of access.
- **e-Safety**
All staff are aware of school guidance for the use of mobile technology and the safeguarding issues associated with their use (*See 'Safer Working Practices' policy*)
- **Individual teachers / individual pupils in classroom situation**
Professional behaviour appropriate to the supervision of individual children should be noted by those involved. Implicit in this would be the avoidance of placing either the member of staff or the child in a compromising situation. Where practical senior staff should be notified
- **Physical contact with pupils** (*For further guidance please refer to the agreed policy on 'Physical Contact and the use of force'*)
It is acknowledged that physical contact between adults and children is inevitable and

provides reassurance. All adults working with children need to be mindful that perfectly innocent actions can at times be misconstrued. If the adult determines that this has been the case then all concerns need to be reported to the Headteacher immediately. A professional code of conduct is required at all times with respect to the adult and the child.

- **Relationships are valued**
We value the relationships between child/adult and the protection and welfare of the child is the paramount consideration in all our actions
- **Appropriate personnel to be informed regarding first aid etc.**
Our first aid code of practice is included in our Health and Safety Policy of which all supervising and qualified adults have been notified and clearly understand.
- **Smoking and alcohol on premises**
As part of our PHSCE Policy we encourage the children to understand the health risks involved in smoking both directly and passively. We support and enforce the Glos County Council Policy on premises being no smoking zones. The dangers of excess alcohol consumption also forms part of the policy. The messages we give as adults are important and a professional stance is adopted. Guidance as to the misuse of harmful substances are found in our Drug Awareness policy.
- **Children's attendance**
Procedures for the registration of children should be followed to enable attendance to be monitored by the Headteacher and appropriate external agencies. In order to fulfil the requirements of our Child Protection policy staff are to report any concerns/issues regarding attendance to the Headteacher.
- **Supervision of Children off site**
Procedures for Child protection are applied in the event of off-site activities. LA guidance regarding pupil/adult ratio is adhered to and where appropriate professional staff may challenge individuals in the interests of child protection without placing themselves at risk.

The Staff Agreed Code of Conduct is discussed with all staff and forms part of the induction training for all new staff and volunteers.

Monitoring and evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- Headteacher/Deputy Headteacher and DSL discussions with children/staff
- Pupil surveys/questionnaires and individual conferencing
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes of meetings
- Logs of bullying/racist/behaviour incidents for Headteacher/Deputy Headteacher/DSL/Governor Lead to monitor
- Review of parental concerns and parent questionnaires

www.gscb.org.uk

Useful Telephone Numbers

www.gscb.org.uk

Gloucestershire Safeguarding Children Board (GSCB)

GSCB Safeguarding Manager - Duncan Siret: 01452 58 3638

GSCB Administration (mail@gscb.org.uk) - Suzanne Hoare: 01452 58 3629

GSCB safeguarding children development officer (education) And
Local Authority Designated Officer (allegations management) – Jane Bee:
01452 42 6994

GSCB Administration (allegations management and training) -
Georgina Summers:
01452 42 6320

GSCB Training Coordinator: Isobel Dougan: 01452 58 3621

GSCB Safeguarding Children Clerical Officer (training) - Julie Haines: 01452 583622

Children and Young People's Directorate (CYPD)

Children & Families Helpdesk:

(To make a referral in office hours - Mon-Fri 08:00-17:00)

01452 42 6565

Emergency Duty Number:

This is an answering machine. Leave a message and your TELEPHONE NUMBER. Someone will then call you back. This number is for use OUT OF NORMAL WORKING HOURS ONLY, and for situations that CANNOT WAIT until the next working day.

01452 61 4194

Safeguarding Children Service:

(To log child welfare concerns/for general advice)

01452 58 3636

Social Care Local Area Offices - Cheltenham: 01242 53 2500

Cirencester: 01285 88 1000

Forest of Dean: 01594 82 0500

Gloucester: 01452 42 6000

Stroud & Dursley: 01453 76 0500

North Cotswold: 01451 83 2272

Tewkesbury: 01684 27 5852

Community Adult Care Directorate (CACD)

Adult Helpdesk: 01452 42 6868

Adult Protection Unit: 01452 42 58792

Police

Non Emergency Number:

To log a child welfare concern, contact the Police at any time on this number. Gloucestershire Constabulary answers the majority of calls at a county call centre. However, it will be your local officers who respond to reported incidents. The operators will offer an immediate service or connect you to

the appropriate department to deal with your call.

0845 090 1234

Police Child Protection Unit 01242 261112

Emergency Number:

Only be used in situations where:

- Life is threatened
- Someone is injured
- You suspect a crime is being committed
- You see something suspicious

999 or 112

Probation

Head Office: 01452 42 6250

Education

Education Welfare Service: 01452 55 0505

Health

Cheltenham General Hospital/Gloucestershire Royal Hospital: 08454 22 2222

Gloucestershire Partnership NHS Foundation Trust: 01452 89 1000

Designated Nurse Safeguarding Children – Nuala Livesey: 08454 221607

Designated Doctor Safeguarding Children – Imelda Bennett: 01452 89 1167

Gloucestershire PCT:

Named Nurse – Liz Thornton:

01452 89 1482

Named Doctor – John Noonan: 01452 89 1110

Gloucestershire Partnership NHS Trust:

Named Nurse – Val Porter:

01452 38 4961

Named Doctor – Rosemary Richards: 01242 27 5015

CAHMS - Child & Adult Mental Health Services:

Gloucester & Forest:

08454 22 6010

Stroud: 01453 56 2284

CLDT - Gloucester Community Learning Disabilities Team –

Cheltenham:

01242 27 2141

Forest: 01594 82 7771

Gloucester: 08454 22 6011

Tewkesbury: 08454 22 3989

Gloucestershire Hospitals NHS Foundation Trust:

Named Nurse/Midwife – Vivienne Mortimer:

08454 2300/

08454 2380

Named Doctor – Sue Kinder: 01242 51 6235

Gloucestershire Black Mental Health Team: 01452 38 7744

Charities and Independent Organisations:

NSPCC National Child Protection Helpline: 0808 800 5000

NSPCC Gloucester: 01452 300 616

Childline: 0800 11 11

Samaritans – 24 hour National Helpline: 08457 90 9090

- Cheltenham: 01242 515 777

- Gloucester: 01452 30 6333

The Gloucestershire Rape Crisis Centre: 01452 52 6770
Gloucestershire Counselling Service: 01452 76 6310
Share Young People's Counselling Service: 01452 500 300

GUIDE

(Info for health, social care and disabilities services)

Freephone from Gloucestershire landline: 08000 151 548

Or from outside of Gloucestershire : 0845 658 3888

Gloucestershire Young Carers: 01452 30 9399

CAFCASS - Children and Family Court Advisory Support Service

- **National Office:** 0207 7510 7000

- **Gloucestershire:** 01452 311 888

Gloucestershire Central Allocation & Referral Point (CARP)

(Domestic Abuse)

0845 602 9035

GCVYS – Gloucestershire Council for Voluntary Youth Services: 01452 42 5420

Children's Information Service: 0800 542 0202

Other Useful Numbers

Sensory Services:

(For people with visual/hearing impairment) 01452 42 6565

Sensory Services Minicom: 01452 42 6006

Legal and Democratic Services Helpline: 01452 42 5203

All personnel have seen and understand the procedures as described in this policy

All staff members, peripatetic tutors and instructors have signed the original document

*Eastington Primary School – 'Aiming high..... **safely** and together'*