



# The Green House Education Project

## *Learn to love, and love to learn.*

The Green House is an educational project that provides a learning environment for children three days a week, alongside homeschooling. We take a dynamic, eclectic and evolving approach that puts relationships and social-emotional learning at the core. We are committed to nurture and inspire children to become independent and internally motivated learners:

- Learners who have a strong sense of self, who develop growth mindsets and self-compassion
- Learners who care for others and the world around them

We focus on mindfulness, managing our emotions, healthy conflict resolution, connection with nature, unstructured free play and project-based, group-led learning. We place high value on connectedness and see learning as the responsibility of the whole community. We believe in courageous vulnerability and our values are integrated and expressed throughout every aspect of the project.

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## Safeguarding Policy

**The name of the designated mentor/person is Cindy Adams.**

**The key document for dealing with Child Protection is the Bath and North East Somerset, Local Safeguarding Children Board's 'Children In Need Handbook'**

**It is available online at:**

<http://www.bathnes.gov.uk/BathNES/healthandsocial/childrenandfamilycare/childreninneed>

There are also joint procedures for the whole of the South West which can be found at [www.swcpp.org.uk](http://www.swcpp.org.uk)

**All Mentors, Co-mentors and volunteers at the Green House Education Project are required to have an updated Disclosure Barring Service (DBS) check.**

## Introduction

### Principles

- 1.1 The Green House Education Projects (GHEP) takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. “The welfare of the child is paramount.” Children Act 1989.
- 1.2 All action is taken in line with the following legislation/guidance:
  - South West Child Protection Procedures (SWCPP), [www.swcPPP.org.uk](http://www.swcPPP.org.uk),
  - Section 175 Children Act 2002
  - Keeping Children Safe in Education: Schools and Colleges 2015
  - Working Together to Safeguard Children 2015
  - What to do if you’re worried a child is being abused 2006
  - Safeguarding Children and Safer Recruitment in Education 2007
  - Local Safeguarding Children Board Guidance
- 1.3 We will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and the Local Authority (LA).
- 1.4 Our policy applies to all staff, governors/proprietors and volunteers working in the Green House.
- 1.5 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.
- 1.6 As part of the ethos of the GHEP, the staff and directors are committed to:
  - ensuring the GHEP practises safer recruitment in checking the suitability of staff and volunteers to work with children<sup>1</sup>;
  - ensure we have a Designated Safeguarding Lead (DSL) for Safeguarding/child protection and a Deputy DSL who has received appropriate training and support for this role. The DSL is Cindy Adams and the Deputy DSL is Anna Robinson.
  - ensuring that all staff and volunteers understand, and adhere to, the GHEP’s code of conduct;
  - establishing and maintaining a safe learning environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
  - supporting children who have been abused, and carrying out specific actions in accordance with the agreed child protection plan. THE GHEP ensures that all voices are heard and listened to. It is core to our approach that each child has space to share what they need and express themselves. All staff are trained in

how to do this effectively. The GHEP will work closely with social workers and other professionals to support each individual child who attends the GHEP.

- including opportunities in the learning for children to develop the skills they need to recognise, and stay safe from, abuse. Children are actively coached in how to express and maintain healthy boundaries in relationships. We practice self-compassion, meditation and mindfulness; as well as coaching children in effective conflict resolution skills. All children are supported to share their needs and boundaries and to express what they need in order to feel safe.
- ensuring all staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect and know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2014 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements. All Mentors will have completed Level 3 Safeguard training. All Co-mentors will have a completed Level 1 Safeguard Training.
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
- Any professional disagreements in relation to the safety of children will be resolved in accordance with the Resolving a Challenge Policy, and in addition with reference to the Escalation Policy on the SWCPP.
- encouraging and supporting parents/carers, working in partnership with them.

7. The GHEP recognises that it is an agent of referral and not of investigation.

8. The child protection policy should be read in conjunction with other relevant policies and include definitions of abuse

- Health and Safety
- Resolving a Challenge

### Types of Abuse

**Neglect:** is 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 misuse. 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)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

**Physical abuse:** 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.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, anal or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Emotional abuse:** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond the child's developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious bullying, 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, though it may occur alone.

## Procedures for Referral

- 2.1 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead, **Cindy Adams**, or if unavailable to the Deputy Designated person, **Anna Robinson**. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 2.2 The Designated Safeguarding Lead will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone **01225 396312/313** or the Emergency Duty Team **01454 615165**.
- 2.3 Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the form marked C2 within a maximum of 48 hours, ideally 24 hours.

- 2.4 Essential information will include the child's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.
- 2.5 The referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the CAFAIT team. **If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker.** The relevant Social Worker will advise the school when, and by whom, parents will be informed.
- 2.6 Confidentiality must be maintained and information relating to individual children/families shared with staff on a strictly need to know basis.
- 2.7 Referrals for Alleged Perpetrators of Sexual Abuse - Where a child is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator. The CAFAIT will advise whether or not a C2 needs to be completed by the school.

**At the Green House Education Project we support all children by:**

- Encouraging the development of self-esteem and resilience in every aspect of our approach
- Promoting a caring, safe and positive environment
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Services and taking advice as soon as there is a significant concern.
- Providing continuing support to a child (about whom there have been concerns) who leaves the Green House by ensuring that such concerns and any records are forwarded under confidential cover to the Head at the child's new school as a matter of urgency.

**Confidentiality**

- We recognise that all matters relating to child protection are confidential.
- The Mentor as the Designated Person will disclose personal information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another.
- We will always undertake to share our intention to refer a child to Social Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Officer on this point.

### **Supporting Staff**

- We recognise that staff working at the Green House who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by, for example, the Directors, or other relevant agency.
- We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document "Bath and North East Somerset Local Safeguarding Children Board Children In Need Handbook" and the "Guidance for Safer Working Practice for Adults Who Work With Children and Young People" provides guidance.

### **3.0 Alleged Abuse by Staff**

- All Green House staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All staff should be aware of the Behaviour Policy.
- We understand that a child may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Lead Mentors or any of the Directors
- The Lead Mentors and Directors on all such occasions will discuss the content of the allegation with the Lead Officer for Child Protection in B&NES. If the allegation made to a member of staff concerns the Lead Mentors, the person receiving the allegation will immediately inform the Support Team (Giles Lascelle), who will consult as above, without notifying the Lead Mentor first.
- The Green House will follow the L.A. procedures for managing allegations against staff, a copy of which can be found in the document "Bath and North East Somerset Local Safeguarding Children Board "Children In Need Handbook."
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the Lead Officer for Child Protection in B&NES and take advice from a senior member of the Education Human Resources Team in making such a decision.

- 3.1 The GHEP will follow the LSCB Managing Allegations Protocol available on LSCB website and The Hub and the South West Child Protection Procedures for managing allegations against staff. The GHEP will contact the Senior Human Resources Consultant adviser for consultation as soon as an allegation is made on telephone **01225 394490** (or one of the other Senior HR Consultants).
- 3.2 If unable to contact the above, the GHEP will contact the Local Authority Designated Officer (LADO) on **01225 396810** or, in the LADO's absence, Head of Safeguarding and Quality Assurance 01225 396339. **The LADO must be notified within one working day.**
- 3.3 The LADO will co-ordinate the next steps, record notes and advise on the appropriate action to be taken.
- 3.4 If staff have a concern about another member of staff then this should be referred to the Lead Mentor. Where there are concerns about the Lead Mentor, they should be referred to the chair of Governors.
- 3.5 The Chair of Governors will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations against the Lead Mentor, and contact the Directors of the GHEP. An allegation must not be discussed with the alleged perpetrator or other members of staff/governors, unless advised to do so by a LA designated officer. *GHEP must be clear they are following the revised guidance in Keeping Children Safe in Education 2015.*
- 3.6 The GHEP will make a referral to the Disclosure and Barring Service (and NCTL for teachers) if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children
- 3.7 The GHEP has a clear job description in place, which clearly states what behaviours are acceptable and expected. Staff sign to say that they have read and understood the document.

#### **4.0 Record Keeping**

- 4.1 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the designated person for child protection. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries. (see deigned form)

- 4.2 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
  - 4.3 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to CAFAIT consideration should be given to the appropriateness of completing a CAF and making a referral for a Team Around the Child meeting.
  - 4.4 All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the child's educational records and must be kept separate from other records.
  - 4.5 A chronology will be kept at the front of individual child's files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.
  - 4.6 The quality of child protection records will be monitored by the Lead Mentor.
  - 4.7 Where a child moves from the GHEP, copies of child protection documentation must be passed immediately and confidentially to the receiving learning environment, separate from general records, with the original records retained by the GHEP. The Lead Mentor or designated person for child protection will also telephone the Head Teacher or designated person for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred.
  - 4.8 The GHEP will refer to the NSPCC document entitled Records Retention and Storage.
- 5.0 Parental Involvement**
- 5.1 The GHEP is committed to helping parents/carers understand its responsibility for the welfare of all children.
  - 5.2 Parents/carers will be made aware of the GHEP's child protection policy. Parents will also be made aware of how they can access the full child protection policy.
  - 5.3 Concerns will be discussed with parents/carers. Where a referral is needed, the designated person should seek the agreement of parents/carers before making the referral, unless to do so may place the child at increased risk of significant harm. However, a lack of agreement should not stop a referral going ahead.

## **6.0 Training**

- 6.1 All GHEP Mentors will undergo Safeguard training: Childcare Protection Level 3, within the first term of their employment.
- 6.2 All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years (minimum).
- 6.3 In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 6.4 All Co-Mentors will undergo Safeguard training: Childcare Protection Level 1, within the first term of their employment. Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the Designated Safeguarding Lead.
- 6.6 The Designated Safeguarding Lead will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within the school and ensure they receive appropriate training
- 6.7 Training is available from the Local Safeguarding Children Board and all schools <http://bathnes.learningpool.com>

## **7.0 The Role of the Directors**

- 7.1 The Directors and governors will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in any "Safer Recruitment in Education Guidance" and Keeping Children Safe in Education 2016.
- 7.2 The Directors and governors will ensure that weaknesses identified; through on-going monitoring of child protection procedures; other sources, and will regularly monitor the implementation and impact of the identified actions.
- 7.4 The Directors and governors will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.

## **8. Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.

## **9. Mobile phones, cameras and video cameras**

Mobile phones may be used in settings to ensure the safety of children on

outings. A mobile phone should be taken on outings with a list of contact numbers.

Mobile phones are used appropriately throughout the day, and with sensitivity to the children and adults at the Green House.

The staff use photographic evidence to support on-going learning, indeed it is a powerful tool. Images are used for Green House blog and in some cases, displays to support learning. Parents may request copies of the photographic images of their children at any time.

Written permission is taken from all parents regarding the use of photographic images in the press and on the blog/website and all staff are aware of permission granted.

## **10.Prevention**

We recognise that the Green House plays a significant part in the prevention of harm to children by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

### **The Green House community will therefore:**

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide appropriate opportunities across our approach which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## **11.Health & Safety**

Our Health & Safety policy, set out in a separate document reflects the consideration we give to the protection of our children both physically within the school environment, and when undertaking trips and visits.

## **12.Review**

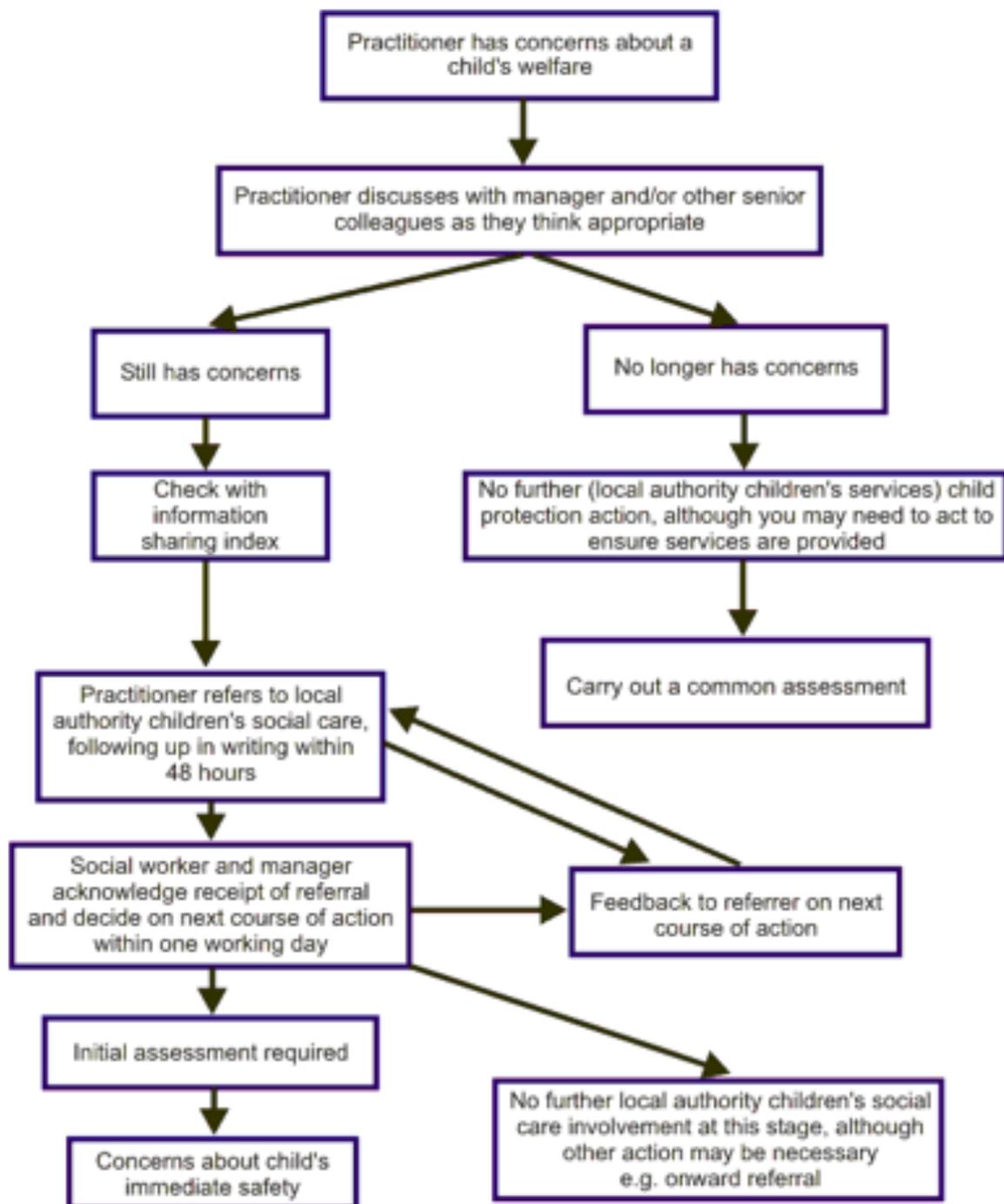
This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in GHEP procedures, the policy will be reviewed and revised immediately.

Signed: Cindy Adams (designated mentor/person)

Signed: Anna Robinson (Lead Mentor)

Date when policy was last reviewed: July 2017  
Date when next review is due: July 2018

## Referral Flowchart



## Appendix

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

- The practitioner reports the incident they are concerned about to the Designated Person (or the Deputy Designated Person) as soon as possible
- They record the incident, recording only what they have observed
- The DP (or DDP) should gather any other or further information that could assist them
- Concerns should be discussed with the child's parents unless there is a concern that this will place the child at greater risk - as may be the case for instances of suspected sexual abuse
- Before making a decision whether to refer the incident to social services the designated child protection officer may discuss the issues with the Local Authority Designated Officer (LADO)
- The incident is reported to social services, and a referral is filled in and sent to social services within 48 hours, or the incident is record in an incident book and the reason for no further action noted

### The Assessment process:

Social services will undertake an assessment of any child about whom there are concerns. All professionals involved with the child are expected to contribute towards the assessment.

Social Services must meet the following mandatory timescales for assessment:

Response to a referral of a child 1 day  
Completion of initial assessment 7 days  
Completion of core assessment 35 days

There is a range of possible outcomes for any assessment.

Social services may decide that no further action needs to be taken if a child is not in need of services. The case may be referred to another service. For children who have been placed on the Child Protection Register, the case will be allocated to a social worker and on going services will be provided to assist the child.

These services will be regularly reviewed. Green House staff may be asked to contribute their knowledge of the child's behaviour or situation to the review process.

Child protection Conferences are central to procedures and social services will decide at an early stage whether a conference is necessary

A Child protection Conference brings together the family and professionals involved with the child and provide them with an opportunity to exchange information, analyse and weigh up the level of risk to the child, and make recommendations for action.

## **Information Sharing:**

The Data Protection Act 1998 is not a barrier to sharing information - it simply provides a framework to ensure that information is shared appropriately. It reinforces common sense rules of information handling, and helps us strike a balance between the many benefits of public organisations sharing information and maintaining safeguards and privacy of the individual.

### **Seven Golden Rules for Information Sharing (Information Sharing, 2008)**

1. Remember that the Data Protection Act is not a barrier to sharing information
2. Be open and honest with families about what information can be shared and in what circumstances
3. Seek advice if you are in any doubt
4. Share information with consent, where appropriate and where possible
5. Consider safety and well-being and who may be affected by your sharing this information
6. Necessary, proportionate, relevant, accurate, timely & secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is only shared with people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is securely shared
7. Keep a record of your decision and reasons for sharing information

When a child leaves our school, we send any Child Protection records to the new setting, addressed to their Designated Child Protection Officer.

## **Record Keeping:**

Records should be kept whenever there are any concerns that might indicate possible abuse or neglect. This includes physical presentations on the child's body, change in moods or behaviour, statements or drawings from the child, and any concerns around parental behaviour or non-attendance.

Records should include specific and objective accounts, the date, year and time of the incident, the name, date of birth and address of the child(ren), action taken, who information has been shared with, and a stated opinion or interpretation of the facts.

## **Concerns That Fall Below Child Protection Thresholds:**

Mostly we work with children who have additional needs before they meet the acute threshold that demands a Child Protection referral.

At the Green House we can support these children by working with other relevant professionals by using the Common Assessment Framework (CAF). The CAF sets out a structured way of 'working together' with different professionals and agencies to prevent complex needs escalating. It also provides a standard template for 'working together' - which also includes parents.

## **Safer Recruitment:**

We are committed to ensuring that all staff and volunteers are vetted and subject to CRB disclosures. Before appointment all staff are subject to references from their previous employers.

## **Child protection common meanings:**

### **‘Significant Harm’**

This concept was introduced by the Children’s Act 1989 as the threshold for intervention in family life for protection of children

### **‘Harm’**

Ill-treatment or the impairment of health or development, including for example, impairment suffered from seeing or hearing the ill treatment of another.

### **‘Development’**

Physical, Intellectual, emotional, social, or behavioural development.

### **‘Threshold for significant harm’**

There is no absolute criteria on which to rely on. Significant harm can be caused by one traumatic event or a compilation of events that interrupt, change or damage the child’s physical or psychological development

**Designated Person for child protection and safeguarding - Cindy Adams**

**Deputy Designated Person for child protection and safeguarding - Anna Robinson**

**Support Team with responsibility for child protection and safeguarding - Giles Lascelle**

## **Children’s Social Services**

- Families Assessment and Intervention Team on 01225 396312 or 01225 396313
- Emergency Duty Team on 01454 615165

## **Local Authority Designated Officer (LADO)**

- Jackie Deas 01225 396810

## **Bath and North East Somerset Local Safeguarding Children Board**

- <http://www.bathnes.gov.uk/services/children-young-people-and-families/childprotection/local-safeguarding-children-board>