



Child Protection and Safeguarding Policy

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Next review date: 16 June 2024

All adults working for Greenhouse Learning should know the name of the Designated Safeguarding Lead (DSL) for Child Protection and Safeguarding and know and follow relevant child protection and safeguarding policy and procedures. All tutors and volunteers have a duty to report any child protection concerns to the Designated Safeguarding Lead (DSL) for Child Protection and Safeguarding.

Principles

Greenhouse Learning recognises its legal and moral duty to protect children from harm, and respond to child abuse. Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in physical or psychological damage. We believe that safeguarding the welfare of students is of paramount importance.

Our tutors will at all times act proactively in child welfare matters, especially where there is a possibility that a child may be at risk of significant harm. It is the responsibility of every member of our community to give safeguarding the highest priority and everyone is entitled to make a referral to Children's Social Care if they believe it necessary.

Children's worries and fears will be taken seriously if they seek help from our tutors and wherever possible their confidentiality will be respected. However, tutors cannot promise confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

If we have suspicions about a child's physical, sexual or emotional well being, or that they are being neglected, we will take action.

As a consequence, we

- assert that our tutors are an integral part of the child safeguarding process and have a duty to be vigilant, putting the needs of the child first;
- accept totally that safeguarding children is an appropriate function for all tutors and staff within the organisation.
- recognise that anyone can make a referral to Children's social care
- will ensure that all tutors be alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;

- will designate a senior member of the company to act in child protection concerns. He or she will be the Designated Safeguarding Lead (DSL) and is responsible for co-ordinating action with other agencies;
- assert that if anybody believes that a child may be suffering, or may be at risk of suffering significant harm, they will always refer such concerns to the Designated Safeguarding Lead (DSL).
- will ensure through our recruitment and selection that best endeavours have been taken to ensure all tutors who we place are suitable to work with children. Greenhouse Learning will operate safe recruitment procedures including enhanced DBS checks, personal interviews and taking independent references.
- will report promptly to the Disclosure and Barring Service (DBS) any person whose services are no longer used because he or she is considered unsuitable to work with children or if they resign before we cease to employ them;
- ensure a referral to the National College for Teaching and Leadership (NCTL) is made in cases where a prohibition order is appropriate because of 'unprofessional conduct', 'conduct that may bring the profession into disrepute' or 'a conviction at any time for a relevant offence'.
- will ensure that the directors of the company will undertake an annual review of the child protection and safeguarding policies and procedures and the efficiency with which the related duties have been discharged;

Designated Safeguarding Lead (DSL)

1. The Designated Safeguarding Lead (DSL) is:
Rachael Tan, Director at Greenhouse Learning
Phone: +44 7471123961,
email: rach@greenhouselearning.co.uk
2. The Designated Safeguarding Lead (DSL) is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues.
3. Greenhouse Learning recognises that:
 - The Designated Safeguarding Lead (DSL) must be a senior member of the company.
 - All tutors must be aware of who this person is and what their role is.
 - The Designated Safeguarding Lead (DSL) will act as a source of advice and coordinate action over child protection cases.
 - The Designated Safeguarding Lead (DSL) will need to liaise with other agencies .
 - The Designated Safeguarding Lead (DSL) is the first person tutors report cases to. It is then the responsibility of the Designated Safeguarding Lead (DSL) to discuss the situation with the relevant agencies.
 - The Designated Safeguarding Lead (DSL) is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures and thresholds established by the Keeping Bristol Safe Partnership (KBSP). This can be contacting the police, referring to children's social care services, or referring to the multi-agency Families in Focus team, depending on the level of need

Recruitment

In order to ensure that children are protected we will ensure that our staff are carefully selected and screened.

The company operates safe recruitment procedures in accordance with the requirements of the Disclosure and Barring service

In particular **before appointing any member of staff**, volunteer or contractor, the company will:

- Ensure that references are obtained and followed up.
- **Carry out an enhanced Disclosure and Barring check**
- Identify checks to establish that applicants are who they claim to be (through birth certificate, passport, driving licence etc.) and their right to work in the UK.
- Academic qualifications to ensure that qualifications are genuine.
- Previous employment history will be examined and any gaps accounted for.
- Check the Teacher Regulation Agency to verify that they have not been barred from teaching
- Evidence of permission to work for any member of staff who is not a national of an EEA country.

Recognising Abuse

Because they are in regular and frequent contact with children, tutors are particularly well placed to observe outward signs of abuse or unexplained changes in behaviour or performance which may indicate abuse. If tutors are concerned they should talk to the Designated Safeguarding Lead (DSL). It is also important to bear in mind that changes in behaviour can have a number of causes, such as drug or alcohol abuse. The Designated Safeguarding Lead (DSL) will seek advice from the relevant external agency when appropriate. It should also be noted that any member of staff can make a referral.

Abuse can be:

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

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

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

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

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

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 cyberbullying
- 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
- Child on child abuse, which includes practices such as upskirting and initiation/hazing rituals

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 other children and young people to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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 referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Possible Signs of Abuse

We all need to be alert to signs and symptoms that may indicate that a young person has suffered or is suffering abuse. Many of the signs and symptoms listed below may have an alternative explanation but all are a concern – particularly if several of these occur or they are persistent:

- Unexplained bruises and injuries – particularly if these appear inconsistent with the explanation
- Untreated injuries
- Withdrawal from physical contact
- Unwillingness to undress for PE or for medical examination
- Asking to drop subjects with a particular teacher and seemingly reluctant to discuss the reasons
- Attention seeking or over compliance
- Attempted suicide / self-harm / self-mutilation
- Aggression to others / violent outbursts
- Poor peer relationships
- Inappropriate sexual remarks or behaviour
- Presence of sexually transmitted diseases
- Pregnancy
- Eating disorders
- Depression / low self-esteem / self-deprecation
- Alcohol or drug abuse
- Lying / delinquency / stealing
- Poor personal hygiene
- History of running away
- Inappropriate response to painful situations
- Overreaction to mistakes
- Reluctance to go home
- Fear of parents being contacted

Mental Health

“There is extensive evidence that experience of childhood maltreatment can contribute to the development of a range of mental health disorders, as well as substance misuse, suicide attempts, sexually transmitted infections, risky sexual behaviour and criminality”. Transforming the mental health services for children who have been abused, NSPCC, 2017.

We recognise that mental health problems are not conducive for learning, and can disrupt family and school life. We pay attention to excessive anger, fear, sadness, anxiety or sudden changes in a child’s behaviour.

We will communicate and work with parents to ensure that interventions are in the best interests of the child.

Our DSL will also liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.

Staff are encouraged to be aware of such signs as they observe their students during the lessons, and highlight any concerns to the Directors accordingly. Note that only trained professionals should make a diagnosis of a mental health issue.

Child on Child Harm

All staff should recognise that children are capable of abusing other children. It is important that child on child harm should be considered as a safeguarding issue.

This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

At Greenhouse Learning

- Incidents are taken seriously. These will never be tolerated or passed off as ‘banter’, just having a laugh’ or ‘part of growing up’.
- Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.

It is important that incidents of harm are treated under safeguarding policy and process and records will be kept on the child’s safeguarding/child protection file.

Greenhouse Learning is committed to undertaking the following:

- Early identification of vulnerability to child on child harm by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- If a disclosure is made – staff will listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;

- Those who experience abuse will never be given the impression that they are creating a problem by reporting, nor will those who experience abuse ever be made to feel ashamed for making a report.
- The child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- The need to not promise confidentiality should be considered as it is very likely that information will need to be shared with others.
- When an incident of sexual violence and sexual harassment occurs, reference to Part 5 of Keeping Children Safe In Education 2022 and guidance [Sexual violence and sexual harassment between children in schools and colleges 2018](#) should be made in relation to taking protective action. These incidents must be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from [Be Safe](#).
- When the children involved require a statutory assessments either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, being aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- If the incident constitutes towards a criminal offence, the setting will liaise with the police. If this this may also involve the Lighthouse team (Safeguarding Unit) of Avon and Somerset Police.
- Risk assessments will be developed for individual children who have been involved in an incident. This should be reviewed every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers.
- DSL and Deputy DSL(s) will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.

Procedures for dealing with Concerns

Tutors **should not** investigate suspicions personally; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must first refer such concerns to the Designated Safeguarding Lead (DSL), who will refer the matter to Children's Services and involve other agencies e.g. medical services, as required. Children's Services and the Avon & Somerset Police are empowered to carry out investigations and decide whether children have been abused.

In cases where the **immediate** safety and wellbeing of the child is a cause for concern, please contact the Police on 999 **AND** also inform the Designated Safeguarding Lead (DSL) will liaise with all relevant parties/agencies to support the safeguarding of the student.

Tutors suspecting or hearing a complaint of abuse will follow the procedures below:

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or

- Where a child or young person makes a direct allegation or discloses that they have been abused, or
- Makes an allegation against a member of staff

they must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns immediately with the Designated Safeguarding Lead (DSL) and agree action to take.

Talking and listening to children

If a child wants to confide in you, you SHOULD

- Be accessible and receptive
- Listen carefully and uncritically, at the child's pace
- Take what is said seriously but be non-judgemental
- Reassure the child that it is all right to tell
- Explain that you must pass this information on
- Remember that the child is feeling vulnerable
- Make a careful record of what was said (see below)
- Gather information on a 'need to know' basis – you do not need the whole story, just sufficient to take the next step

You MUST NOT

- Make promises about confidentiality
- Investigate or seek to prove or disprove the allegation
- Assume that someone else will take the necessary action
- Jump to conclusions, be dismissive or react with shock, anger etc
- Speculate or accuse anybody
- Investigate, suggest or probe for information – do not ask 'leading questions'
- Confront another person allegedly involved
- Offer opinions about what is being said or the persons allegedly involved
- Forget to record what you have been told
- Fail to pass this information on to the Designated Safeguarding Lead (DSL)
- Gossip about what you have been told either to colleagues or others

Recording what you have been told

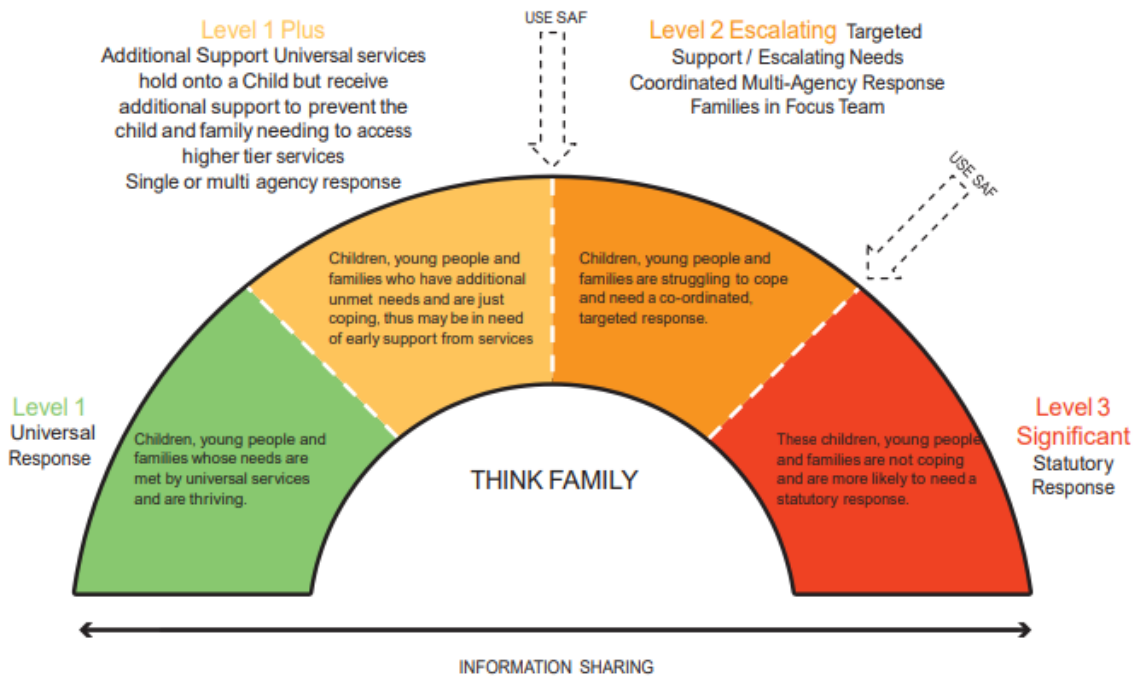
Your written record should:

- Include the time, date and place of the disclosure and details of who was present
- Be in the child's words wherever possible
- Be factual
- Differentiate between fact, opinion, interpretation, observation or allegation
- Be passed on to the Designated Safeguarding Lead (DSL) immediately (certainly within 24 hours)

We will ensure that all tutors are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements the Keeping Bristol Safe Partnership (KBSP)

Action by the Designated Safeguarding Lead (DSL)

Bristol's local arrangements for safeguarding is governed by 3 Levels of Need with a Step in and Step Out approach. These are different threshold levels for intervention



- If the DSL judges that the child is in immediate danger, he should contact the police on 999 without delay
- For other child protection concerns, the DSL shall make a referral to Bristol First Response <https://www.bristol.gov.uk/social-care-health/first-response-referral>, and also contact the non-emergency Police helpline on 101
We stand ready to participate in any subsequent Child Protection Enquiries in accordance with Section 47 of the 1989 Children Act
- For other child welfare and safeguarding concerns, the DSL shall make a professional judgement on the Level of Need (1, 1 plus, 2, or 3) depending on the nature and seriousness of the concern. The DSL might phone up the First Response team on 0117 903 6444 for consultation and advice where required.
- If a judgement is made that the concern is significant (Level 3), then the DSL shall make a referral to Social Care services (safeguarding response) via the First Response form
<https://www.bristol.gov.uk/social-care-health/first-response-referral>

Which service do you want to request?

- Social care (safeguarding response)
 - Families in Focus or Children's Centre (early help response)
 - Another service
- If a judgement is made that the concern is Escalating (Level 2), then the DSL shall first consult with the student and his/her family to agree whether a referral should be made to the Families in Focus team. This is an inter-disciplinary team that includes Social Workers, Family Support Workers, CAMHS, Family Intervention Keyworkers,

Adult, Mental Health, Domestic Abuse Advocates, DWP advisors, Youth Workers, Parenting Specialists and other commissioned services that will offer support.

Which service do you want to request?

- Social care (safeguarding response)
- Families in Focus or Children's Centre (early help response)
- Another service

We recognise that preventative and early help responses are critical to prevent issues from escalating and children experiencing further harm. Hence, the DSL shall take a proactive approach in identifying concerns and explaining to families who might not be aware of this early intervention offer from KBSP.

When a referral to Families in Focus is made, the DSL and any relevant tutor shall be prepared to participate in any meetings using the **Single Assessment Framework** (SAF) tool for early help

If a judgement is made that the concern is at Level 1, the DSL shall monitor the situation, capture it on our records, and signpost the family to universal and/or specialist services such as children's centres, parenting programmes, SEN services etc

We will always take into account and respect:

- the wishes of the student affected by the safeguarding concern, provided that the student is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a student's wishes
- the wishes of the individual's parents, provided they have no interest which is in conflict with the student's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead (DSL) is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose
- duties of confidentiality, so far as applicable.

Should the safeguarding concern involve somebody within our team internally, the Designated Safeguarding Lead (DSL) will carry out an initial investigation.

If he judges there to be a case against the staff member, a referral shall be made to the LADO (Local Authority Designated Officer) for a full investigation. This may result in a police investigation, employer disciplinary action and/or being placed on the Children's barred list.

For any initial referral made by telephone, the Designated Safeguarding Lead (DSL) will confirm the referral in writing to social services within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead (DSL) will contact social services again.

Whether or not Greenhouse Learning decides to refer a particular complaint to social services or the police, the parents and student will be informed in writing.

Referral

Anyone within our organisation can raise concerns and suggest a referral to social services. We ask that this action is discussed and agreed with Rachael Tan, our Designated Safeguarding Lead. For children living in Bristol, referrals are made via the link below

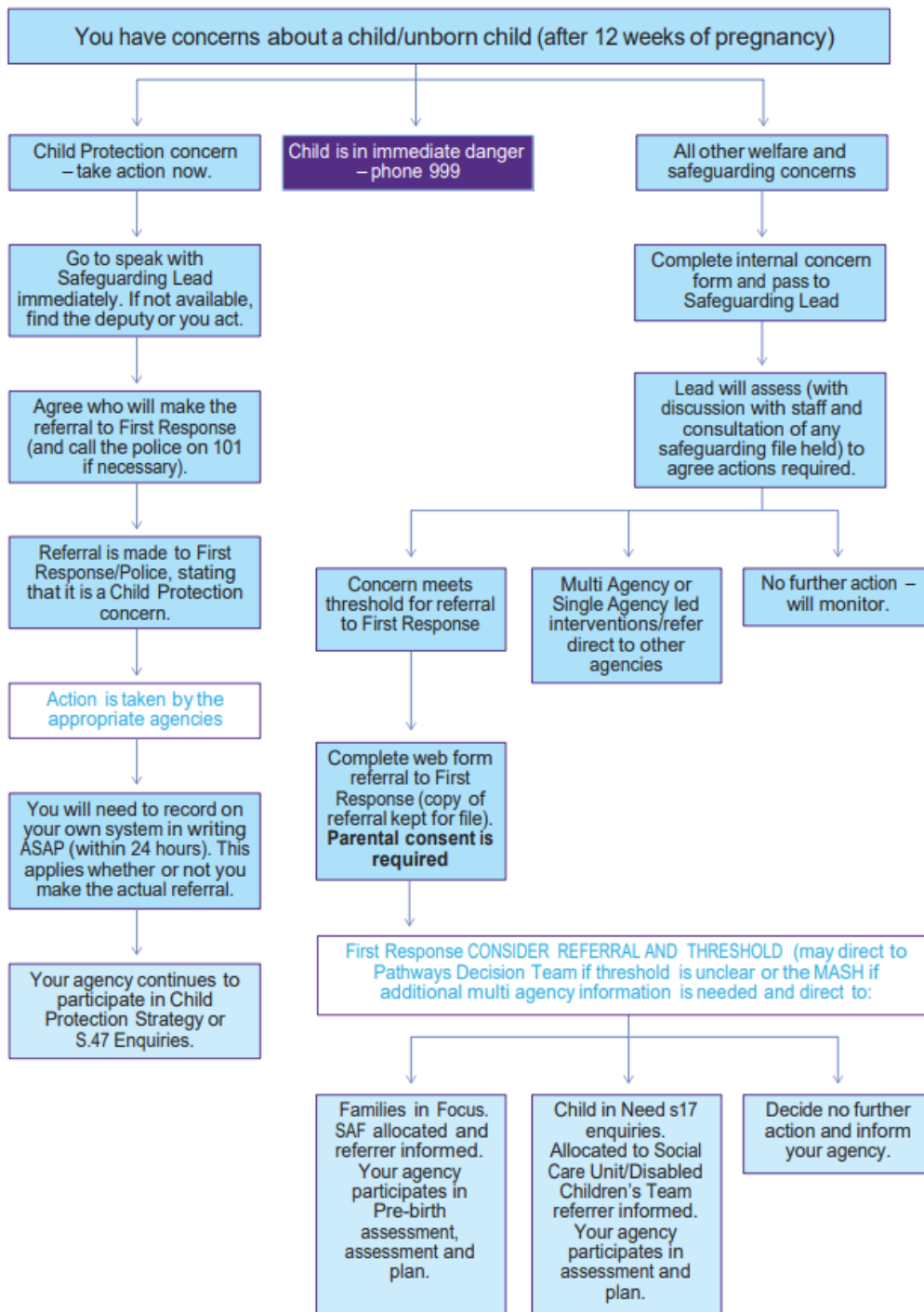
<https://www.bristol.gov.uk/social-care-health/reporting-concerns-about-a-child-first-response>

Further information on the Keeping Bristol Safe Partnership threshold guidance can be found here:

<https://bristolsafeguarding.org/media/uldadqhj/threshold-guidance-kbsp-edit.pdf>

Decision chart on actions to be taken by Designated Safeguarding Lead in response to concerns

Appendix 1 Referral to Children's Social Care



Once a referral is made, all staff should expect to be available in supporting social workers and other agencies in their statutory assessments

Confidentiality

All tutors will ensure that all data about students is handled in accordance with the requirements of the law, and any national and local guidance.

Any tutor who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any tutor has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead (DSL) for child protection.

All child protection concerns are recorded and stored securely by the Designated Safeguarding Lead (DSL) for child protection.

Conduct of Staff

Greenhouse Learning has a duty to ensure that professional behaviour applies to relationships between tutors and students, and that all tutors are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, tutors are required to work in a professional way with students. All tutors should be aware of the dangers inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Disclosing personal details inappropriately
- Meeting students outside tutoring hours or tutoring duties

Tutors should be aware of the situations in which their actions have the potential to be misinterpreted and which might then give rise to child-protection concerns. Tutors should exercise particular care in settings of the following nature:

- The giving of gifts
- Students in distress
- One-to-one situations
- Use of photography and other electronic media, including ICT.
- Particular caution should be exercised with social networking sites

Tutors should:

- Understand the responsibilities which are part of their role and be aware that appropriate sanctions will be applied where these are breached
- Always act and be seen to act in the child's best interests
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Take responsibility for their own actions and behaviour
- Be open to advice and feedback from colleagues
- Always report any child protection concerns to the appropriate person
- Act in a professional manner treating all students fairly and with respect

Tutors should NOT

- Use their position to gain access to information for their own advantage and/or a child's or family's detriment
- Use their power to intimidate, threaten, coerce or undermine students
- Use their status and standing to form or promote relationships with children which are of a sexual nature or which might become so

Where no specific guidance exists about particular situations or where staff are worried about how their actions might be interpreted they are advised to:

- Discuss the circumstances that informed their action or proposed action with the Designated Safeguarding Lead (DSL) for child protection. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- Always discuss any misunderstandings, accidents or threats with the Designated Safeguarding Lead (DSL)
- Always keep a record of discussions and actions taken

All tutors must understand that an allegation that they have assaulted a child, or placed a child at risk of harm will be a multi agency matter, involving the Police and Children's Services.

FURTHER INFORMATION

Independent Safeguarding Authority– PO Box 181, Darlington DL1 9FA
0300 123 1111

Children’s Services (Bristol City Council) First Response: **Call 0117 9036444**
<https://www.bristol.gov.uk/social-care-health/first-response-referral>
NSPCC - 0808 800 5000

Keeping Bristol Safe Partnership: <https://bristolsafeguarding.org/>

Keeping Bristol Safe Partnership Procedures:
<https://www.proceduresonline.com/swcpp/bristol/contents.html>

Keeping Bristol Safe Partnership threshold guidance:
<https://bristolsafeguarding.org/media/uldadqhj/threshold-guidance-kbsp-edit.pdf>

Local arrangements in Bristol: <https://bristolsafeguarding.org/media/42653/keeping-bristol-safe-parthership-local-arrangements-2019-20.pdf>

LADO leaflet: <https://bristolsafeguarding.org/media/ysjln0vs/employer-lado-leaflet.pdf>

The “Three safeguarding partners” have equal and joint responsibility for local safeguarding arrangement. Within Bristol, they are:

Executive Director – People Directorate	Bristol City Council
Chief Executive Officer	Bristol, North Somerset, South Gloucestershire Clinical Commissioning Group (BNSSG)
Chief Constable	Avon and Somerset Police


Jacqui Jensen
Executive Director
Bristol City Council


Andy Marsh
Chief Constable
Avon and Somerset Police


Julia Ross
Chief Executive
Bristol, North Somerset,
South Gloucestershire Clinical
Commissioning Group

OTHER LOCAL AUTHORITY CONTACTS

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
<p style="text-align: center;">South Gloucestershire</p>	<p>Access and Reponses Team</p> <ul style="list-style-type: none"> • 01454 866000 - Monday to Thursday 9.00 – 5.00, 4.30 on Friday • accessandresponse@southglos.gov.uk <p>Website: https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/</p>	
<p style="text-align: center;">North Somerset</p>	<p>Single Point of Access</p> <ul style="list-style-type: none"> • 01275 888 808 –Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm <p>Website: https://www.northsomersetsafeguarding.co.uk/children-safeguarding-board/i-work-with-children/how-to-make-a-referral</p>	<p style="text-align: center;">Emergency Duty Team</p> <p style="text-align: center;">01454 615165</p>
<p style="text-align: center;">Bath and North East Somerset (BANES)</p>	<p>Children’s Social Work Services</p> <ul style="list-style-type: none"> • 01225 396312 or 01225 396313 weekdays, 8.30am to 5pm, except Fridays when we're closed from 4.30pm • Download and complete our request for service form and email it to ChildCare_Duty@bathnes.gov.uk <p>Website: https://beta.bathnes.gov.uk/report-concern-about-child</p>	



**Child Protection and Safeguarding Policy
Keeping Children Safe in Education: Information for all tutors
and staff.**

All adults working in Greenhouse Learning should know the name of the Designated Safeguarding Lead (DSL) for Child Protection and Safeguarding and know and follow relevant child protection and safeguarding policy and procedures. All staff have a duty to report any child protection concerns to the Designated Safeguarding Lead (DSL) for Child Protection and Safeguarding.

I acknowledge receipt of a copy of the Greenhouse Learning Child Protection and Safeguarding Policy. I confirm that I have read their contents and will abide by them. I understand my commitment to the protection and safeguarding of children at Greenhouse Learning as detailed in the paragraph above.

I will attend Child Protection Training as required by Greenhouse Learning.

Name:

Signed:

Date:

Please acknowledge you have read this policy online -
<https://greenhouselearning.typeform.com/to/hBeUKRDj>

Or return a signed copy to Natalie Bucknall, Greenhouse Learning.
office@greenhouselearning.co.uk