Bishop Road Primary School

Safeguarding and Child Protection Policy

Review

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Role	Name	Date
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Details of Policy Updates

Date	Details

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PART 1: Policy

1. Definitions

- **Safeguarding** is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes;

- **Child Protection** refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child. Keeping Children Safe in Education (KCSIE) 2019.

2. Introduction

At **Bishop Road School** safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action (KCSIE, 2019).

Bishop Road School is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn;
- Fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All action taken by Bishop Road School will be in accordance with:

- **Current legislation:**[1]
- **Statutory guidance:**

Working Together to Safeguard Children (2018), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition it sets out the statutory roles and responsibilities of schools.

Keeping Children Safe in Education (2019) is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

The Teacher Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Key documentation, procedures and guidelines are detailed in Appendix A.

All staff at Bishop Road School has a duty and responsibility to safeguard children and young people attending our school, irrespective of their role:

- Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989; i.e. Section 17 (Children in Need) and Section 47 (a child suffering harm, or likely to suffer

[1] Including: Children Act 1989 and 2004; Education Act 2002 and 2011; Education Inspection Act 2006; Children and Social Care Act 2017; Safeguarding Vulnerable Groups Act 2006; Protection of Freedoms Act 2012; Children and Families Act 2014: Female Genital Mutilation Act 2003 Also see: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722307/Working_Together_to_Safeguard_Children_Statutory_framework.pdf

significant harm). These concerns should be discussed with the school's Designated Safeguarding Lead (DSL).

- All staff should be aware of the process and principles for sharing information within the school which supports safeguarding.
- All staff should be aware of their local early help process and understand their role within it.
- The most important consideration is whether sharing information is likely to safeguard and protect a child. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendix B.

This policy should be read in conjunction with the following policies:

- Recruitment and Vetting
- Health and Safety
- Intimate Care
- E—safety
- Whistleblowing Policy
- Code of Conduct for Staff
- Anti-Bullying (Peer on Peer Abuse)
- Behaviour
- E-Safety
- Policy on Supporting Children in Care
- Positive Handling Policy
- Attendance including the safeguarding response to children who go missing

3. Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

4. Overall Aims

This policy will contribute to the safeguarding of pupils/students at Bishop Road School by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the school, built on mutual respect, and shared values;
- Teaching children about safeguarding, including online safety, through teaching and learning opportunities, as part of broad and balance curriculum;
- Alerting staff to the signs and indicators of safeguarding issues including abuse and neglect;
- Developing staff awareness of the causes and consequences of abuse and neglect;
- Developing staff awareness of the risks and vulnerabilities their pupils face by addressing concerns at the earliest possible stage;
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation;
- Working in partnership with pupils/students, parents and agencies.

This policy will contribute to supporting the pupils/students at Bishop Road School by:

- Identifying and protecting the most vulnerable;
- Assessing individual needs where possible; and
- Designing plans to meet those needs.

5. Expectations

All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- Be involved, where appropriate, in the implementation of individual

education programmes, integrated support plans, child in need plans and interagency child protection plans;
  - Be alert to signs and indicators of possible abuse and neglect;
  - Record concerns and give the record to the DSL.
- **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately**. Anyone can make a referral. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

6. Training

- In addition to this policy, **all** staff should read and understand Part One and Annex A of **Keeping Children Safe in Education (KCSIE) 2019.**
- **All** staff members will receive appropriate safeguarding and child protection training, which is regularly updated. In addition, **all** staff 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 (KCSIE, 2019).
- Whistle blowing procedures will be covered in whole school training so that staff know what to do if they have concerns relating to safeguarding practice within the school.
- All training will be effective and comply with the law at all times.
- The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.
- Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training will be in line with advice from the Keeping Bristol Safe Partnership (KBSP).
- Bishop Road School will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.

- The Designated Teacher appointed to promote the educational achievement of children in care will undergo appropriate training.
- The DSL will undertake relevant Prevent awareness training and in turn will provide advice and support to staff on protecting children from the risk of radicalisation.
- Online safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach.

7. Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection within the school. Details of our DSL and Deputy DSL are available on the Bishop Road School website, our newsletters or the notice board in Reception.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding child protection remains with the DSL.

The broad areas of responsibility for the DSL are:

- **Liaise** with the local authority and other agencies;
- **Managing referrals** to other agencies including: the local authority children's social care in cases of suspected abuse; Police South West Counter Terrorism Unit where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies;
- **Work with others** to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and

liaise with the Local Authority Designated Officer (LADO) as required. DSLs should also liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;

- **Undertake Training** to ensure the DSL (and any deputies) has the knowledge and skills required to carry out the role (updated every 2 years). Further knowledge and skills should be updated at regular intervals and shared with relevant parties as appropriate;
- **Raise Awareness** to ensure **Bishop Road School** safeguarding and child protection policies are known, understood and used appropriately. The DSL will also provide an annual report to the governing body on safeguarding and child protection activity within the school;
- **Manage safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with Bristol Safeguarding Children's Board guidance;
- **Availability** of the DSL (or any deputies) during term time and school hours needs to be ensured for staff in the school or college to discuss any safeguarding concerns.

A more detailed description of the role of the DSL is explained in more detail in Keeping Children Safe in Education (2019) – Annex B.

8. Governing Body/Chair of Trustees/Management Committee

The Governing Body/Chair of Trustees/Management Committee will ensure that:

- They comply with their duties under legislation;
- The school has a safeguarding policy in accordance with the procedures of Bristol Safeguarding Children Board;
- The school has key policies in place to cover:
    - Behaviour

  - Staff behaviour/Code of Conduct
  - Children Missing Education
- Where possible more than one emergency contact telephone number is recorded for each pupil;
- An appropriately trained Designated Teacher is appointed to promote the educational achievement for: looked after children; those children who have left care through adoption; special guardianships or child care orders; or were adopted from state care outside England and Wales; and to work with the Virtual School Head;
- The school operates "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- Bishop Road School will maintain a Single Central Record of relevant pre-employment checks as per Regulations detailed in KCSIE 2019);
- A member of the school's senior leadership team is appointed as the DSL;
- The Head Teacher and all other staff who work with children undertake regular safeguarding training;
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and their responsibilities; and a proportionate risk based approach is used regarding the level of information provided to them.
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- The school has procedures for dealing with allegations of abuse against staff/volunteers;
- The governing body reviews its safeguarding policies/procedures annually or as required due to changes in statutory guidance;
- A nominated governor is appointed with a specific brief for safeguarding and child protection and will liaise with the Head Teacher and DSL. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students;

- The Nominated Governor will liaise with the Head Teacher and the DSL to produce an annual report for governors and complete the annual safeguarding audit for the local authority;
- The Chair of Governors is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher;
- The school will contribute to multi-agency working in line with statutory guidance (see Working Together to Safeguard Children 2018);
- Appropriate filters and monitoring systems are in place to support work online, but these should not act as an unreasonable restriction.

9. Creating a Culture of Safeguarding

- **Safer Recruitment and Selection**

The school pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2019) including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks, dependent on the role and duties performed, including regulated and non-regulated activity (see KCSIE 2019). All recruitment materials will include reference to Bishop Road School commitment to safeguarding and promoting the wellbeing of pupils.

- **Staff Support**

It is recognised the stressful and traumatic nature of safeguarding and child protection work. Bishop Road School will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate. Further, the school will endeavour to create a robust safeguarding culture and environment, so that staff feel comfortable to discuss

matters outside the workplace, which may have implications on their practice to safeguarding of children in the school.

- **Pupil Support**

Opportunities will be provided for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing. Relevant issues will be supported through the curriculum including: relationship education and relationships and through Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.

- **Whole School Approach**

All policies which address issues of power and potential harm, for example anti-bullying, equalities, use of reasonable force, positive behaviour, will be linked to ensure a whole school approach.

The safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

- **Identification of those at Increased Risk, or have Additional Safeguarding Needs**

Certain groups of pupils within school are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include: children in care, young carers, those living in households where there is domestic abuse, and/or substance misuse, etc. It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs.

- **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school. All staff should be considering the context within which incidents and or behaviours occur, this is known as **Contextual Safeguarding.**

10. What Staff Need to Know

All staff need to be aware of the systems within Bishop Road School which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated. All staff should:

- Know the DSL and any deputies and how to contact them;
- Know the Chair of Governors, Vice Chair of Governors and the Governor responsible for safeguarding;
- Read and understand this policy and revisit it annually or when significantly amended;
- Read and understand Part 1 and Annex A of Keeping Children Safe in Education 2019 (or latest version) annually;
- Attend safeguarding training;
- Be aware of the school's procedures in order to identify those pupils in need of early intervention/help and take appropriate and timely action where there are concerns for the welfare and protection of children and young people, particularly concerning referrals of cases of suspected abuse and neglect.; Adhere to the school's Staff Behaviour Policy (sometimes called Code of Conduct) and behaviour management policies;

- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child (see Appendix C);
- Be clear as to the school's policy and procedures with regard to peer on peer abuse and children missing education;
- Report concerns about a child/young person immediately or as soon as it is practicable to the DSL. If the DSL, deputy DSL or member of SLT is not available and a child is in immediate danger or is at risk of harm a referral should be made to children's social care or the police immediately. The DSL should be informed as soon as possible after the incident is reported;
- Be aware of signs of abuse or neglect and the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND) (see Appendix D);
- Have the skills, knowledge and understanding to keep looked after children and previously looked after children safe;
- Be aware of whistleblowing procedures to the senior leadership team if they have concerns about safeguarding practices within the school. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: General guidance can be found at: Advice on whistleblowing https://www.gov.uk/whistleblowing The NSPCC whistleblowing helpline is available from here for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers.** If a **teacher**, in the course of their work in the profession,

discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police (KCSIE2018).

Regulated professionals have a mandatory reporting duty to report cases of known FGM. Teachers are considered regulated professionals. The duty requires that they themselves report known incidents to the police via 101. This cannot be delegated to the Designated Safeguarding Lead. For further information about preventing and responding to incidents of FGM, the BSCB have issued FGM Safeguarding Guidance 2017-2020 .

- Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism;
- Report any potential safeguarding concerns about an individual's behaviour and actions towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher. If the concern relates to Head Teacher it should be reported to the Chair of Governors, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required, following guidance in **KCSIE 2019 - Part four: Allegations of abuse made against teachers and other staff.**
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.
- 'Reasonable Force' refers to the physical contact to restrain and control children,' using no more force than is needed'. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be taken into account. The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013).

11. Key Safeguarding Areas

In addition to the above there are other areas of safeguarding that the school has a responsibility to address and these include (please see KCSIE 2019 for details):

Child Sexual Exploitation (CSE) and Trafficking *CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.* Sexual exploitation can take many forms, ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it	**Female Genital Mutilation (FGM)** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, individuals and groups from the wider communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential risk indicators which may indicate that a girl maybe likely to b may be subjected to FGM or that she may have suffered FGM. These are detailed in the Multi-agency statutory guidance on female genital mutilation issued by the home office. It is important to recognise that FGM is a form of child abuse and is significantly harmful. The school needs to follow the Local Safeguarding Children Board's policies and practices as assessing potential cases will require a robust multi-agency approach. Details of this can be found on the BSCB FGM Safeguarding

also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.	Guidance2017-2020.
All types of Peer on Peer Abuse including: Bullying, Cyber Bullying, Physical Abuse, Sexual Violence, Sexual Harassment, Sexting, Upskirting, Initiation and Hazing type violence Bishop Road School has a separate Anti Bullying/Peer on Peer Abuse Policy which is accessible [insert details] All schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited under the Equality Act 2010. Schools should tackle prejudice and promote understanding between those who share a protected characteristic and those who do not, as set out in the Equality Act2010. The definition that has been adopted by the government and should be used when considering prejudice related incidents 'A prejudice related incident is any incident which is perceived to be prejudice by the victim or any other person'	**Forced marriage** is not the same as an arranged marriage, as it involves coercion and force as opposed to a marriage based on free choice. It affects both males and females.
Domestic violence and abuse, Gender-based violence and teenage relationship abuse involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships. **So-Called Honour-based Violence** So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the	**Gangs and youth violence**. Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items. **Serious Violence** All staff should be aware of the signs that indicate a child is at risk of, or involved with serious violence, this includes: absence from school, change of friendship group, unexplained injuries, self- harm, unexplained gifts or possessions. Staff

community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.	should also be aware of relevant guidance: Preventing youth violence and gang involvement **Child Criminal Exploitation** Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of **county lines** criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Consideration should be given to the trafficking element of this area of safeguarding and if appropriate a referral is made to the National Referral Mechanism. Staff should be aware of the following guidance: Criminal Exploitation of children and vulnerable adults: county lines guidance.
Drugs. As part of school's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Government's drug strategy (2010) to provide information, advice and support to pupils via the curriculum	**Fabricated or induced illness.** This supplementary guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008), sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.
Child and Adolescent Mental Health. Good mental health and resilience are fundamental to our children's physical health, relationships, education and to achieving their potential.	**Faith abuse**. The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.
Radicalisation: The school is aware of its responsibilities under the Prevent Statutory Duty through the Counter Terrorism and Security Act 2015. The	**Private Fostering** is essentially arrangements made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a

duty requires schools to consider the need to safeguard children from being drawn into terrorism. The duty is designed to help ensure that vulnerable individuals who are at risk of radicalisation are supported as they would be under other safeguarding. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas and build their resilience to radicalisation. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into supporting terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed and monitored in order to prevent and identify access to terrorist and extremist materials on line at the school.	parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. **Bishop Road School** has a responsibility to refer to Children's Services any private fostering arrangement. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support. Consideration should be given to arrangements for 'staying with host families' if they would constitute private fostering arrangement.
Online Sexual Abuse The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the	**Attendance** Schools, including academies and free schools, must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals in which they will inform local authorities of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission. Schools must also notify the local authority if a pupil is to be deleted from or added to the school roll at non-standard transition times (see CME guidance detailed in Section 11 of procedures in this document). Schools should monitor

child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.	attendance and address it when it is poor. Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is on a part-time timetable this will be reviewed on a regular basis (at least monthly).
Sexual Violence and Sexual Harassment between children in schools and colleges Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** children involved are taken seriously and offered appropriate support.	**Children and the Court System** A child may at some point experience the court system for a number of different reasons this may include being a witness to a crime or it could be as a result of child care arrangement being made in the Family Court. Whatever the reasons it is important the child is supported through this process
Children with a Family Member in Prison These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. **National Information Centre on Children of Offenders** NICCO (see KCSIE 2018) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.	**Homelessness** Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
Alternative Provision Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the	**Online Safety** The breadth of issues classified within online safety is considerable and can be linked to issues such as child sexual

safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.	exploitation and radicalisation. Issues can be categorised into three areas of risk: • **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views; • **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and • **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying. (KCSIE 2018). The school will ensure it is proactive in addressing online safety through: • **Education** of pupils through the curriculum; • **Keeping parents up to date** on how to support keeping their children safe online; • **Reviewing online safety practices** as part of a whole school approach to online safety; • **Filtering and monitoring** to protect users but not leading to unreasonable restrictions; • **Staff training** which is integrated, aligned and considered as part of the overarching safeguarding approach; • **Information sharing** to enable the school community to be kept up to date. • **Reference to government guidance** Teaching online safety in school

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education - Annex A (2019).

Part 2: Procedures

1. Reporting Concerns

The procedure to respond to a concern about a child is detailed in Appendix B.

2. Involving Parents and Carers

In general, the DSL will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

3. Multi Agency Working

Staff work in partnership with other agencies in the best interests of the children. If there are child protection concerns, referrals should be made by the DSL (or Deputy DSL) to First Response by phone (0117 9036444); in less urgent cases, the DSL should use the web form to contact First Response. Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

We will co-operate with any child protection enquiries including statutory safeguarding assessments conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Where a pupil/student is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

In situations where a child in care may be put on to part time timetable, the school will consult with the Hope Virtual School and complete the pro-forma found at https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/attendance-and-exclusions

4. Exclusions

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

5. Private Fostering Arrangements

Where schools and colleges become aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone who is not a close relative, for longer than 28 consecutive days in that person's home, they should raise this, in the first instance, with the DSL. The school or college should notify the local authority of the circumstances, via First Response. Once notified, the local authority will check that the arrangement is suitable and safe for the child and assess the child's circumstances.

6. FGM Reporting Guidance

- **Mandatory reporting duty (regulated staff only e.g. teachers):**

  Phone 101 if a known case (999 if the child is in immediate risk of harm). It is also good practice to phone First Response to notify of this.

- For suspected cases, there are risk indicators that staff need to be made aware and these can be found in the BSCB FGM Safeguarding Guidance 2017-2020.
- Bishop Road takes proactive action to protect and prevent girls being forced to undertake FGM in line with guidance from the BSCB.
- **Attendance/Extended holiday requests:**

  Requests for holidays during term time are ordinarily refused and are only granted in exceptional circumstances, following receipt of a written request by parent/carers in good time.

  If there is a suspicion that a girl may be travelling for the purposes of FGM, or that they have had a spell of sickness and absence where there are signs that the girl has been subjected to the practice, the school will follow its safeguarding processes.

  Prior to referring to First Response, The Designated Safeguarding Lead will conduct a FGM Referral Risk assessment to ensure a proportionate response. As part of this they may invite parents to discuss travel arrangements and their attitudes towards the practice. An explicit conversation with the parent will need to take place about FGM, highlighting that the practise is illegal in this country and is classified as child abuse. It should be made clear that the law in this country protects girls who are habitually resident abroad so that it is also illegal to take the girl overseas to perform FGM. As part of the FGM referral risk assessment the parent's response and reactions to this will be noted. Consent should be sought to seek or share information to support an effective assessment of risk. The Designated Safeguarding Lead will use the FGM risk assessment to determine whether any further action should be taken. Proportionate action will be taken in response to any identified risks. If a girl is identified to be at high risk of FGM, then a referral to First Response should be made.
- **What happens next?**

First Response will make a risk assessment based on the information provided, and the information they may already hold on the family. The likely outcome is that a joint visit with the police and social care will be made where a written agreement will be signed. They may also take further action if further assessment is needed. If the outcome of the FGM referral risk assessment is low, then the school will provide the family with literature containing advice and guidance. The school will continue to monitor and support the needs of the girl as part of their universal offer.

If the outcome of assessment is medium or high, referral to First Response will need to be considered where a safeguarding assessment will be undertaken by a social worker. Further action may be taken to reduce the risk of FGM being practiced using a Signs of Safety approach.

7. Children Missing from Education (To be read in conjunction with the Attendance Policy)

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. The school should follow the guidance detailed in Children Missing Education (2016) and Bristol City Council Education Welfare Service – Children Missing Education available at:

https://www.bristol.gov.uk/documents/20182/34960/CME+Guidance+for+schools/2dc4792d-7d3f-8b57-5aa8-3b305fda4cb8

8. Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence;
- Could put pupils in the school at risk;
- Is violent;
- Involves pupils being forced to use drugs or alcohol;
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it;
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The DSL will put a risk assessment and support plan into place for all children involved – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed;
- The DSL will contact the children and adolescent mental health services (CAMHS), and other agencies if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour;

- Being vigilant to issues that particularly affect different vulnerable groups– Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff confidentially by **displaying 'people who can help me' posters in halls and corridors** to ensure their wishes are understood;
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

9. Sexual Violence and Sexual Harassment

This is a particular form of peer on peer abuse. Dealing with such cases are complex and the DSL will take a lead role in managing the situation on a case by case basis. However, all staff should ensure that

- **all** who experience abuse are reassured that they are being taken seriously and that they will be supported and kept safe;
- Those who experience abuse should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment;
- Nor should those who experience abuse ever be made to feel ashamed for making a report.

In addition to existing advice about managing a disclosure contained in this policy, staff will follow Searching, Screening and Confiscation Advice 2018.

The DSL will manage any incidents in line with the guidance contained in Part 5 KCSIE 2019 and Sexual violence and sexual harassment between children in schools and colleges 2018.

10. The Prevent Duty

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Police South West Counter Terrorism Unit.

All referrals are received by the Police to consider and screen and the vulnerability is assessed, this may involve a multi-agency Channel panel to gather information from partners and meet to consider the referral, agree level of vulnerability and what kind of support may be needed. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. An individual's engagement with the programme is entirely voluntary at all stages. To make a referral, complete the referral form (available via the BSCB website and Trading with Schools) and send it to the Police Prevent Team at:

ChannelSW@avonandsomerset.pnn.police.uk

For advice and guidance in making a referral or about a student causing concern: Tel. 01278 647466.

12. Sharing of Information

Whilst the General Data Protection Regulation (GDPR) 2016 and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote

the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss. The school will use the government's guidance 'Information Sharing: Advice for practitioners providing services to children, young people, parents and carers' (2018) to help manage information sharing in school.

Appendix A

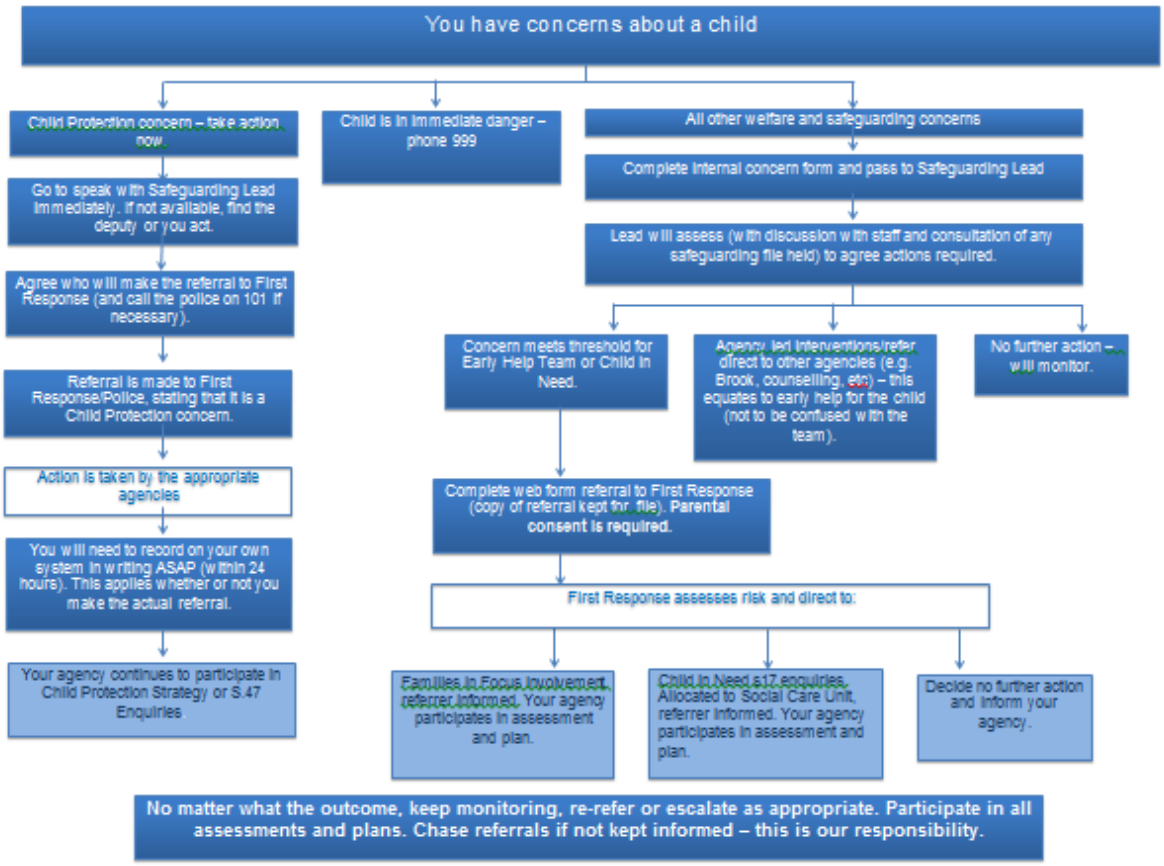
Key Documentation, procedures and guidance

- Keeping Children Safe in Education (2019)
- What to do if you're worried a child is being abused: advice for practitioners (2015)
- Working Together to Safeguard Children (2018)
- Designated teacher for looked after children (2018)
- Prevent Duty Guidance for England and Wales (2015).
- CONTEST strategy 2018
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018).
- The Teachers' Standards (2012)
- Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
- Listening to and involving children and young people (2014)
- Alternative provision (2016)
- Behaviour and discipline in schools (2016)
- Children Missing Education (2016)
- School behaviour and attendance: parental responsibility measures (2013)
- Multi-Agency statutory guidance on female genital mutilation (2016)
- Promoting the education of looked-after children (2018)
- Supervision of activity with children (2012)
- Disqualification under the Childcare Act 2006 (2018)
- Education for children with health needs who cannot attend school (2013)
- SEND code of practice: 0 to 25 years (2015)
- Supporting pupils at school with medical conditions (2015)

- Sexual violence and sexual harassment between children in schools and colleges (2018)
- Use of Reasonable Force in Schools (2013)
- Searching, Screening and Confiscation Advice 2018
- Preventing and tackling bullying 2017
- The Equality Act 2010 and schools
- Exclusion from maintained schools, academies and pupil referral units in England 2017

Appendix B

Reporting Concerns Flow Chart - (Children living in Bristol)



For further information about referring concerns please visit the BSCB Website Guidance on Making a Referral to First Response:

https://bristolsafeguarding.org/children-home/training/#FRGuidance

Appendix B

Safeguarding in Education

BRISTOL CITY COUNCIL

BRISTOL LEARNING CITY

Education Safeguarding Contacts Bristol

If you have concerns about a child…

If a child is at immediate risk call the POLICE	POLICE 999
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response	FIRST RESPONSE 0117 9036444 (Out of Hours Emergency Duty Team 01454 615 165)
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carer consent).	FIRST RESPONSE Online form https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response
To raise concerns and ask for advice about radicalisation (also contact First Response).	PREVENT DUTY 01278 647466 PreventSW@avonandsomerset.police.uk
For advice and guidance about whether to make a referral.	Families in Focus (N) 01173521499 Families in Focus (E/C) 01173576460 Families in Focus (S) 01179037770

If you have concerns about a professional working with a child…

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	Local Authority Designated Officer - (LADO) Nicola Laird T: 0117 9037795

For information, advice and guidance in relation to safeguarding policy and procedures.

Safeguarding in Education Team		
T: 0117 9222710 E: Safeguardingineducationteam@bristol.gov.uk		
South Advisor Helen Macdonald helen.macdonald@bristol.gov.uk	East Central Advisor Jess Curtis jessica.curtis@bristol.gov.uk	North Advisor Lesley O'Hagan lesley.o'hagan@bristol.gov.uk

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Safeguarding in Education

BRISTOL CITY COUNCIL

BRISTOL LEARNING CITY

Education Safeguarding Contacts Bristol

For professional advice and support about specific safeguarding issues__

Share intelligence about a vulnerable or exploited person	**Operation Topaz (Avon and Somerset Police)** https://www.avonandsomerset.police.uk/forms/vul
Report a Child Missing from Education	**Bristol City Council** https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme
Helpline to provide advice and support to victims of forced marriage	**Forced Marriage Unit** T: (0) 20 7008 0151 E: fmu@fco.gov.uk
Guidance and support around safer internet use	**Professional Online Safeguarding Helpline** T: 0344 381 4772 E: helpline@saferinternet.org.uk
Report concerns about incidents of online sexual abuse and grooming online	**Child Exploitation and Online Protection command** https://www.ceop.police.uk/ceop-reporting/
For advice if you're worried that a girl or young woman is at risk or is a victim of FGM	**NSPCC FGM Helpline** T: 0800 028 3550 From overseas: +44 (0)800 028 3550 E: fgmhelp@nspcc.org.uk
Anonymous advice about professionals malpractice when working with children	**NSPCC Whistleblowing hotline** T: 0800 028 0285 E: help@nspcc.org.uk
Domestic Abuse support (Bristol)	**Next Link** T: 0117 925 0680 www.nextlinkhousing.co.uk

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Appendix B

Other Local Authority Contacts

If you have concerns about a child who lives in **South Gloucestershire** contact**:**

- **01454 866000** - **First Point** Monday to Friday 9-5pm
- **01454 615165** - Out of hours/Weekends

http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/concerned-about-a-child-2/

If you have concerns about a child who lives in **North Somerset** contact**:**

- **01275 888 808 – Single Point of Access (SPA)** Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm
- **01454 615165** Out of hours/Weekends

http://www.northsomersetlscb.org.uk/

If you have concerns about a child who lives in **Bath and North East Somerset (BANES)** contact:

- **01225 396312 or 01225 396313 Children and Families Duty and Assessment Team** Monday-Friday 9am-5pm
- **01454 615165** Out of hours/Weekends

http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection

Remember in an emergency please ring **999**

Appendix C

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Recognise – Respond – Reassure – Refer - Record

Appendix D

Types of abuse and neglect

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE 2018).

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of

abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

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.	**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.
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	**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

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.	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.