Redfield Edge Primary School

Safeguarding and Child Protection Policy

'Striving to be the best version of ourselves'

Date reviewed	December 2021	**Next review**	December 2022
Policy type	Statutory	**Review frequency**	Annually
Responsibility	Full Governing Body		
Signed **(Chair of FGB)**	**Name** **(Chair of FGB)** Bronwen Kurcharski	**Signed** **(Head Teacher)**	**Name** **(Head Teacher)** Lisa Robinson
Ratified by FGB on	**Signed** **(Chair of Governors)**	**Name** **(Chair of Governor)** Bronwen Kurcharski	

Equality Impact Assessment (EIA) Part 1: Screening

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly, issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties, issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observances, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a full impact assessment

1) Purpose of the Policy

At Redfield Edge Primary School we are committed to creating and embedding a culture of vigilance which:

- Ensures we maintain an attitude of "It could happen here"
- Ensures that our learners are safe and protected
- Ensures that our learners know who to talk to if they have concerns and are assured that their voices are heard
- Ensures that our learners are supported, protected and informed
- Ensures that our learners are safe from discrimination and bullying
- Ensures that our learners recognise when they are at risk and know how to get help when they need it
- Ensures that our learners understand about how to keep themselves safe as part of a broad and balanced PSHE and online safety curriculum
- Focuses on preventative work in relation to adverse childhood experiences (ACEs) and takes an ACE aware approach

This policy applies to all staff, students, governors, cover staff and volunteers.

Information Sharing

The school's information sharing policy is based on the guidance document 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).
Keeping Children Safe in Education (2021), paragraph 60: 'the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. KCSIE 2021, paragraph 109: 'This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk'.

1.1 We take seriously our statutory and moral responsibilities to protect and safeguard the welfare of the children and young people in their care - "The welfare of the child is paramount." (Children Act 1989)

1.2 We will follow procedures set out by the South Gloucestershire Children's Partnership, which comprises of the council, the clinical commissioning group and the Police and take account of guidance issued by the DFE and the Local Authority (LA). The school will work under these arrangements as a named partner http://sites.southglos.gov.uk/safeguarding/children/

1.3 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to promote the well-being of children, protect them from harm, and respond to child protection or safeguarding concerns.

1.4 As part of the ethos of the school, the staff and governors are committed to:

- ensuring the school practises safe recruitment in checking the suitability of staff and volunteers to work with students
- ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct
- pupil health and safety
- proving first aid as and when required
- having clear processes regarding intimate care
- meeting the needs of our pupils with medical conditions

- having systems which support early identification and early help through the early help assessment process
- developing Inclusive practice which promotes the voice of the child and seeks to reduce the barriers that pupils from vulnerable backgrounds may have and which may in turn affect their mental health and wellbeing, as well as their ability to share information about maltreatment and abuse
- establishing and maintaining a safe school environment, where all pupils feel secure, can learn and develop, are encouraged to talk and are listened to;
- including opportunities in the strands of the PSHE, Computing curriculum and whole school approach to care, guidance and support, for pupils to develop the skills they need to recognise, and stay safe from abuse
- using the updated guidance on Teaching Online Safety in school June 2019 to review the learning opportunities for pupils in school (document link)
- having regard to the DfE statutory guidance 2020 relationships education which is compulsory in all Primary Schools and that relationships and sex education is compulsory in all secondary schools (guidance link)
- ensuring all teaching and support staff are aware of signs and symptoms of abuse, know the correct procedure for referring concerns or allegations against staff and receive appropriate training to enable them to carry out these requirements
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences
- encouraging and supporting parents/carers, working in partnership with them
- supporting pupils in accordance with their agreed child protection plan
- a child centred approach, making it clear what our staff should do to keep children safe.
- ensuring pupils know they can talk to staff confidentially by reminding them in assemblies, updating the pupil safeguarding board and signposting them as required.

Safeguarding Young People

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment
- preventing impairment of children's mental health and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and
- effective care
- taking action to enable all children to have the best outcomes.

  Children includes everyone under the age of 18.

2) Relationship to other policies

As well as ensuring that we address child protection concerns, we will also ensure that children who attend our school are kept safe from harm whilst they are in our charge. To this end, this policy should be read in conjunction with other relevant polices:

Attendance, Allegations against staff, Behaviour, Code of Conduct, Complaints, Data protection, Equality, Health and Safety(including First Aid) , Online Safety and acceptable use, Special educational needs and disability, Staff discipline, conduct and grievance (procedures for addressing), Statement of procedures for dealing with allegations of abuse against staff, Supporting pupils with medical conditions and Whistle-Blowing.

3) Roles & Responsibilities

The Designated Safeguarding Lead (DSL)
The Designated Safeguarding Lead with responsibility for safeguarding and Child Protection (including online safety) is:
Lisa Robinson (Headteacher) this person is a member of the school's Senior Leadership Team. The Deputy Safeguarding leads are:
Jessica Griffiths (Deputy Headteacher)
and **Jenny May** (Senior Teacher and SENCo).

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
When the DSL is absent, the will act as cover and can be contacted using enquiries@redfieldedgeprimary.co.uk
If none of the above are available, then additional support can be gained via: Access and Response Team (ART) 01454 866000.
All trips leaving the school will have the DSL mobile telephone number on their trip pack information.

3.1 All staff will be made aware of who the Designated Safeguarding Lead is and what their role is

3.2 Annex C, Keeping Children Safe in Education 2021, sets out clearly the requirements for the DSL in schools. (document link)

The role of the Designated Safeguarding Lead

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the designated safeguarding lead. This responsibility should not be delegated.

Managing referrals
The designated safeguarding lead is expected to:

- refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and in liaison with the Head of Personnel
- refer cases where a crime may have been committed to the Police as required. *NPCC- When to call the police* should help understand when to consider calling the police and what to expect when working with the police. When to call the police – NSPCC

Work with others
The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners (Local authority, the clinical commissioning group (CCG) and the chief officer of police for an area any part of which falls within the council area).
- liaise with the headteacher to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The Designated Safeguarding Lead and any deputies will be trained to an advanced level by attending Advanced Inter-agency Child Protection training and this will be maintained by attending CP Update training every 2 years thereafter. The DSL will undertake Prevent awareness training. This training will provide them with a good understanding of their own role and the process, procedures and responsibilities of other agencies, particularly children's social care, so they can:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and reporting procedures, especially new and part time staff
- ensure all new staff attend safeguarding induction training and that relevant staff have read and understand Part 1 and Annex A (if working directly with children) of KCSIE 2021
- ensure that all staff have read Part 1 and Annex A (if working directly with children) of KCSIE and provide a yearly update training session during INSET to all staff as well as on-going CPD during the year for staff to support the culture of safeguarding
- are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- understand the importance of information sharing, within the school, and with the three safeguarding partners, other agencies, organisations and practitioners
- are able to keep detailed, accurate, secure written records of concerns and referrals using CPOMs, an internal and widely used secure system
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or at home
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via bulletins, meeting other designated safeguarding leads at DSL Forums and participating in training and school reviews, or simply taking time to read and

- digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The designated safeguarding lead will:

- ensure the school's safeguarding and child protection policy is known, understood and used appropriately
- ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect will be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with all school staff so that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort
- support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school (including for in-year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible *'to allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives'* This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained. In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. (As per KCSIE 2021).

Availability

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or Teams or other such media is acceptable.

Reporting

The DSL reports at least 7 times a year to the governing body in all matters regarding child protection and safeguarding.

Our school will be alert to the potential needs of the following vulnerable children in relation to safeguarding and child protection and in their need for early help:

Children and young people with **special educational needs and disabilities** can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers;

- children with special educational needs, without an EHCP could be more vulnerable;
- they can be isolated, may have difficulty in communicating effectively and lack confidence to talk to adults

Our internal support processes will ensure that pupils with SEN and disabilities have adequate pastoral care.
Other vulnerable groups that we monitor closely that may need early help processes in place pupils who:

- have English as an additional language
- are young carers
- have previously suffered peer on peer abuse
- are showing signs of engaging in anti-social or criminal behaviour
- have previously been looked after and are now adopted from care as they remain potentially vulnerable
- are misusing drugs or alcohol
- are at risk of being radicalised or exploited
- are privately fostered children
- are at risk of modern slavery, trafficking and or exploitation, such as county lines
- are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence
- have returned home to their family from care
- are showing early signs of abuse and/or neglect
- where contextual safeguarding issues are known

Preventing Harm
We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.
The school will therefore:

- establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to
- ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty
- pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities as part of our broad and balanced curriculum. Included are the curriculum activities and opportunities that equip children and young people with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through our PSHE, online safety programme, sex and relationships education programme, through visual aids in school such as NSPCC posters, visitors who raise the profile in shared events such as assemblies and the work that all staff do with in building strong and trusting relationships with all pupils. We have currently a Family Link worker and an ELSA who, along with other members of the Mental Health team support staff in

monitoring and helping to build trusted adult relationships in schools where children know that they have people on their side and whom they can trust
- include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children and young people.

Early Help
Keeping Children Safe in Education 2021states that **"All** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years". Staff should discuss early help requirements with the DSL (or a deputy). We follow the South Gloucestershire early help process which includes the use of the Early Help Assessment and Plan (EHAP). It may be appropriate for a member of school staff to initiate an EHAP and take on the role of Lead Professional or become a member of a Team around the Child/Family (TAC/F) as part of the EHAP process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the EHAP and attend TAC/F meetings. All staff should have an understanding of the EHAP process and how they can contribute to it as and when appropriate.

Designated Governor
The Designated Governor for Safeguarding at this school is Bronwen Kucharski and can be contacted on the following email enquiries@redfieldedgeprimary.co.uk
The responsibilities of governing bodies, proprietors and management committees are outlined in part two of Keeping Children Safe in Education 2021.

Local Authority Designated Officer (LADO)
Tina Wilson. Contact details are:
Tel. 01454 868508
Email. lado@southglos.gov.uk

4) Types of abuse and specific safeguarding issues
Child Criminal Exploitation
Child Sexual Exploitation
Children Missing from Education
Children with a social worker
Children and the Court System
Children with family members in prison
County Lines
Domestic Abuse
Drugs
Fabricated illness
Faith Abuse
Female Genital Mutilation (FGM)
Forced Marriage
Gangs and Violence
Homelessness
Honour based Abuse
Mental Health
Preventing radicalisation and being drawn into extremism
Peer on Peer abuse including sexual violence and sexual harassment
Private Fostering

Serious youth violence
Sexting
Teenage abusive relationships
Trafficking and modern slavery
Upskirting

Indicators of abuse and neglect

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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 from 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29 in Keeping Children Safe in Education 2021).

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, for example, 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.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. (Keeping Children Safe in Education 2021)

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

Child sexual exploitation 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. (Definition from Keeping Children Safe in Education 2021) It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

Potential vulnerabilities include:
Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

More information can be found in:
Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Practitioners should also be aware that many children and young people who are victims of sexual exploitation may not recognise themselves as such but they should still be regarded as victims.

Children Missing Education (CME)
Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including criminal exploitation of children.
We monitor attendance carefully and address poor attendance or irregular attendance without delay. Parents must ensure that we hold at least two emergency telephone numbers and staff will regularly check this.
In response to the guidance in Keeping Children Safe in Education (2021) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:

a. leave school to be home educated
b. move away from the school's location
c. remain medically unfit beyond compulsory school age
d. are in custody for four months or more (and will not return to school afterwards)
e. are permanently excluded
We ensure that where a child is taken off our roll this is in the best interests of the pupil.
We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.
When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Children with a social Worker

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. We work with many Social Workers to ensure the best outcomes for each child they support. This will involve regular meetings where solutions may be devised for personalised needs, and everyone will work together to meet the needs of the child and family. We also engage social workers to strengthen our pastoral support by providing advice and support to pupils, parents and staff. We may use a social worker to support earlier identification of children requiring social work intervention; and through this all of this facilitate better relationships and improve outcomes.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. (Definition from Keeping Children Safe in Education 2021)

Children and young people can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Domestic Abuse

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological; physical; sexual; financial and emotional.

Children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. (Keeping Children Safe in Education 2021 page 128)

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases. All other staff should share concerns directly with the Designated Safeguarding Lead and do not need to contact the police personally.

Honour-based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Mental Health

All staff at are aware that mental health problems can, in some cases, be an indicator that a child may put themselves at risk or has suffered or is at risk of suffering from abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be or concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy through the normal safeguarding referral processes.

The Prevent duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead and staff have received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

Peer on Peer abuse, including sexual violence, sexual harassment and upskirting.

Staff should be aware that children can abuse other children and at Redfield Edge this forms part of our induction and ongoing training. This is generally referred to as peer on peer abuse and can take many forms. This can include (but not limited to):

- bullying (including cyberbullying);
- sexual violence and sexual harassment (DFE sexual violence and sexual harassment between children in school and colleges advice September 2021)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or a group of children.
Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and harassment exist on a continuum and may overlap, they can occur online and offline (both verbal and physical) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.
Staff at Redfield Edge are aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh", or "boys being boys"
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

We believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults in school and other students.

It is recognised that some pupils will at times negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.
Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.
The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At school we will support pupils by taking any allegation seriously, investigating fully all allegations with the mindset that this can happen anywhere and this means it can happen here. If we have any feeling that the allegation may have been true, or we are unsure, we seek immediate advice from ART, engage external agencies where suggested and ensure that appropriate and swift action is taken.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or groups and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. (Keeping Children Safe in Education 2021).

Sexting

In cases of 'sexting' we will follow guidance given to schools and colleagues by the UK Council for Child Internet Safety (UKCIS) published in 2017 – 'Sexting in schools and colleges, responding to incidents and safeguarding young people'.

Sexual Activity and the under 18s

A précis of the Law regarding Sexual Activity and U18s

The age of consent for all sex is 16, whether straight, gay, Trans or bi-sexual. The Sexual Offences Act 2003 makes it easier to prosecute people who pressure or force others into sexual activity.

Under 16s

If under 16 activity is consensual it may be less serious than if the child were under 13 but may nevertheless have serious consequences for the welfare of the young person. Consideration should be given in every case involving a child aged 13-15 as to whether there should be a discussion with other agencies and whether a referral should be made to children's social care. The younger the child, and the wider the age gap between participants, the greater the concern (even 3 years' age difference may be worrying if one of the children is young and/or vulnerable). Where confidentiality needs to be preserved, a discussion can still take place as long as it does not identify the child (directly or indirectly).

Under 13s

A child under 13 does not, under any circumstances, have the legal capacity to consent to any form of sexual activity. In all cases where the sexually active young person is under the age of 13, there must be a formal recorded consultation with the Children & Young People Social Care.

16 & 17 Year Olds

Although sexual activity in itself is no longer an offence over the age of 16, young people under the age of 18 are still offered the protection of Child Protection Procedures under the Children Act 1989. Consideration still needs to be given to issues of sexual exploitation through prostitution, and abuse of power. Although they may be over 16, young people under the age of 18 are not deemed able to give consent if the sexual activity is with an adult in a position of trust/authority, or a family member as defined by the Sexual Offences Act 2003.

Sharing Information with Parents

If a young person is under 16, professionals should encourage the young person, at all points, to share information with their parents wherever safe to do so. However parental advice is not

needed if a young person under 16 can understand the issues and appreciate the consequences. This also applies to those living in care. Decisions to share information with parent will be taken using professional judgement, and the Child Protection Procedures.

Giving Advice, Contraception &/or Access to Services to Under 16s

Under the Sexual Offences Act 2003, youth support workers ***can*** *help young people under 16 (including under 13s, but see section above) to seek contraception and sexual health advice/services (including giving out condoms), without being seen to facilitate an illegal act.*

Any intervention must take place within the Fraser Guidelines and Child in Need/Child Protection Procedures

Practitioners using the Fraser guidelines should be satisfied of the following (taken from NSPCC website):

- the young person cannot be persuaded to inform their parents or carers that they are seeking this advice or treatment (or to allow the practitioner to inform their parents or carers).
- the young person understands the advice being given.
- the young person's physical or mental health or both are likely to suffer unless they receive the advice or treatment.
- it is in the young person's best interests to receive the advice, treatment or both without their parents' or carers' consent.
- the young person is very likely to continue having sex with or without contraceptive treatment.

Child protection concerns

When using Fraser guidelines for issues relating to sexual health, practicioners should always consider any potential child protection concerns:

- Underage sexual activity is a possible indicator of child sexual exploitation and children who have been groomed may not realise they are being abused.
- Sexual activity with a child under 13 should always result in a child protection referral.
- If a young person presents repeatedly about sexually transmitted infections or the termination of pregnancy this may be an indicator of child sexual abuse or exploitation.

We will always consider any previous concerns that may have been raised about the young person and explore whether there are any factors that may present a risk to their safety and wellbeing. We will always share child protection concerns with the relevant agencies, even if a child or young person asks us not to.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when

the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or can be involved in trafficking, child sexual exploitation or modern-day slavery.
Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.
On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Online Safety
When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. Use of the internet has many benefits for learning however when used inappropriately this can put pupils at risk. Filtering and monitoring systems on their own are not sufficient to address this and pupils need to be provided with clear guidance on how to keep themselves safe and minimise these risks both in and outside school. To address this, as a school we have a successful county wide used form of filtering and tracking of use in school. We monitor computer device use in school and any innaporiate actrions we find will be reported to the DSL / DDSL. We teach appropriate and safer internet use using the guidance about online learning which can be found here Safer Working Practices ... April 2020 We are aware of our duty to keep children safe when they are accessing 'online learning' whilst out-of-school and we do this as shown below:

Working with parents and carers
We make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online through regular reminders, tips and advice, reminding parents of the culture that it can happen anywhere
- Are aware that children should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online and we provide regular reminders to our support via the website and via direct contact with the class teacher through class dojo (a messaging service)
- Know the procedures for reporting any issues they become aware of immediately to the school to minimise risk to their own and other children and so that the school can take appropriate action.
- Know that we will take any concerns seriously.

We will use the school website, and parent newsletters to offer advice and guidance to parents in relation to online risks.

5) The Management of Safeguarding

Full Governing Body

5.0 The FGB will have a Designated Governor with responsibility for Safeguarding; this is **Bronwen Kucharski**

The Designated Governor will ensure that they utilise the experiences and expertise of staff when shaping safeguarding polices. Opportunities for staff to contribute to safeguarding arrangements and child protection will be provided. They will also be responsible for jointly undertaking the annual 175 safeguarding audit with the Headteacher and Designated Safeguarding Lead. An action plan following the audit will be produced and the FGB will ensure that any actions are met in a timely manner.

5.1 The FGB will receive the Annual Safeguarding Report in the first FGB meeting in the Autumn term for the previous academic year and will review safeguarding practices in the school no less than annually to ensure that:

- The school carries out its statutory duties related to child protection and safeguarding, including the South Gloucestershire Children's Partnership requirements
- Sufficient resources are made available to enable necessary tasks to be carried out properly under inter-agency procedures
- Governors attend Child Protection / Safeguarding training
- Only persons suitable to work with children shall be employed in the school or work in a voluntary capacity as detailed in Keeping Children Safe in Education 2021
- Where safeguarding concerns about a member of staff are substantiated, appropriate action is taken.

The FGB will delegate responsibility for day-to-day procedures that ensure the smooth operational practice for safeguarding arrangements to the Headteachers and Designated Safeguarding Leads; this may be reported to Governors retrospectively.

Children missing from education

The FGB will ensure that appropriate safeguarding responses to children who go missing from education are in place, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.

Where reasonably possible, the school will hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

5.2 The FGB will ensure that weaknesses identified within the Annual report; through on-going monitoring of safeguarding and child protection procedures and other sources, are addressed explicitly within the School Improvement Plans. The governing body will regularly monitor the implementation and impact of the identified actions.

5.3 The FGB will ensure that appropriate filters and monitoring systems are in place for the school and will identify the steps required to ensure that the monitoring of internet use, particularly for vulnerable pupils such as those with special education needs and disabilities, is robust. Advice and recommendation from the Safer Internet Centre will be used to fulfil this role.

5.4 The FGB controls the use of the school premises both within and outside school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the FGB will seek assurances that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

HR/Personnel Lead

5.5 Part 3 of KCSIE 2021 sets out clearly the requirements and processes in relation to Safer Recruitment and these are fully detailed in our Safer Recruitment Policy.

In addition to the requirements within Schools Recruitment policy, the HR/Personnel Lead will ensure that:

- All volunteers to the school have read the Part 1 Keeping Children Safe in Education
- All staff have read Part 1 and if working directly with children Annex A of Keeping Children Safe in Education 2021 and this is recorded on the SCR
- All staff have completed their Prevent training and this is recorded on the SCR
- Keep records of online staff training and the signing requirements for policy reading

5.6 The HR/Personnel Lead will ensure that the school's Single Central Record (SCR) is accurately maintained as an ongoing, accurate and live record and includes any enquiries made regarding disqualification by association

5.7 In relation to induction and training of new staff, the HR/Personnel Lead and/or Headteacher/Line Manager will ensure that they:

- Through induction all staff have copies of all of the policies required and understand their use and scope
- Have Safeguarding and Child Protection training on induction
- Have Prevent Training on induction
- Have read and signed as understood the School's Code of Conduct
- Understand, under legislation, their duty to provide information which would disqualify them by association
- Have signed to say they have undertaken the above and understand their duties and school procdures and policies.

All staff

5.8 The school has a duty to ensure that professional behaviour applies to relationships between staff and young people and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

Staff should be explicitly aware of the dangers inherent in:

- working alone with a young person
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from pupils and parents
- contacting young people through private telephones (including text), email or social networking sites.
- disclosing personal details inappropriately
- meeting pupils / young people outside school hours or school duties

- using their personal phones to take pictures of students, which is not permitted under any circumstance

5.9 If a member of staff has reasonable suspicion that a young person is suffering harm and fails to act in accordance with this policy and South Gloucestershire Partnership procedures, this will be viewed as misconduct and appropriate action will be taken by the Headteacher.

5.10 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead or their Deputy in their absence. **Confidentiality must be maintained and information relating to individual students/families shared with staff on a strictly need to know basis.** It is then the reporting member of staff's personal responsibility to follow up with the Designated Safeguarding Lead.

5.11 All members of staff have a duty to attend whole school training on safeguarding children that will enable them to fulfil their responsibilities in respect of safeguarding and child protection effectively; this training will be provided by the Designated Safeguarding Lead and Deputy DSL every year (at times alternated with external providers to provide a different voice).

Induction safeguarding Training – as a school we know this is mandatory and our training includes types of abuse and indicators of abuse, the schools safeguarding systems, key personnel, the early help process, what to do if a child disclosures abuse, how to manage confidentiality, what to do if they have concerns about a member of staff, the requirements of recording and reporting, online safety, child exploitation, peer on peer abuse, sexual violence and harassment, upskirting, response to children going missing from education, FGM and Prevent. New staff will complete the safeguarding induction which will include:

- the child protection and safeguarding policy;
- the behaviour policy;
- Staff code of conduct;
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

As discussed, all staff will then receive regular training updates throughout the year in addition to their yearly updated training on the types and signs of abuse and school specific training.

The Headteacher (DSL) will:

- Ensure that the relevant staffing ratios are met, where applicable
- Make sure each child in the Early Years Foundation Stage is assigned a key person
- Where appropriate, inform Ofsted of allegations and actions taken, within the necessary timescale
- Take account of requirements related to complaints set out in the safeguarding and welfare section of the statutory framework for the Early Years Foundation Stage (paragraph 3.74).
- Note the requirements set out in paragraph 3.75 of the statutory framework for the Early Years Foundation Stage
- Ensure that all staff who have contact with children and families will have supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Whistleblowing
Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the schools Whistle-blowing Policy.
A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is **0800 028 0285** or you can contact them by emailing them directly using help@nspcc.org.uk. For further information follow https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/
In school, we also share the Local Authority Model Policy unchanged, so all adults can follow this without fear it has been adjusted to protect any members of staff.

Parents
5.13 School is committed to helping parents/carers understand its responsibility for the welfare of all students.
5.14 Parents/carers will be made aware of the school's Safeguarding and Child Protection Policy via the school's website, initial meetings with parents of new pupils and prospectuses; full copies of the policy will be available upon request to the school.
5.15 Where possible, Child Protection concerns should be discussed with parents/carers by the DSL or Deputy DSL, who ideally should seek agreement to making a referral, unless to do so would place the pupil at increased risk of significant harm; however, a lack of agreement should not stop a referral going ahead.
5.16 Where possible the school will endeavour to provide support for parents/carers in meeting their responsibilities for their child's welfare; signposting to other agencies which may support, such as Parenting Courses.
5.17 Parents are required to provide the school with two emergency contact numbers.

6) Implementation

Procedures for Referral
Following a safeguarding concern being raised, the designated safeguarding lead or deputy safeguarding lead will immediately inform Social Care Teams by telephone:

South Glos. Access and Response (Student's home postcode falls within South Glos)
Telephone number 01454 866000

Bristol Children's Services (Student's home postcodes fall within Bristol)
Telephone number 0117 9038700

If the DSL or DDSL are not available, staff should speak to a member of the SLT and/or take advice from local children's social care using the numbers above.

The DSL or DDSL will contact the Local Authority Designated Officer (LADO), Tina Wilson on 01454 868508 or lado@southglos.gov.uk in relation to allegations against a member of staff

It is important to remember that options in response to staff raising a concern may not lead to a referral to ART being made. This would always follow a discussion with the DSL. Other options may include:

- Managing the support for the pupil internally through our own integrated pupil support processes
- An early help assessment, which staff might be required to help with or lead
- A referral to a statutory service

If in exceptional circumstances, the DSL or Deputy DSL are not available, this should not delay appropriate action being taken by the member of staff.

6.2 If requested, the telephone referral to the Social Care Team will be confirmed as a written referral within a maximum of 24 hours, with a copy placed on the student's Child protection record maintained by the Designated Safeguarding Lead. Essential information will include student's name, address, date of birth, family composition, and reason for referral, name of person receiving the referral and any advice given.

Record Keeping

6.3 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the Designated Safeguarding Lead or Deputy Safeguarding Lead.

6.4 All hand-written records will be retained, even if they are subsequently typed up in a more formal report and these will be uploaded to our platform CPOMs.

6.5 Written records of concerns about pupils should be kept, even where there is no need to make an immediate referral. Where concerns do not meet the threshold for a referral to Social Care, consideration should be given to the appropriateness of completing an early help assessment.

6.6 In line with the South Gloucestershire CSE strategy, the DSL and Deputy DSL will be alert for any indicators that a child is at risk of child sexual exploitation and, if required, will complete an Exploitation Identification Tool and pass concerns directly to Access and Response.

6.7 All records relating to child protection concerns will be kept in a secure cabinet and will remain confidential, although the safeguarding team now record directly into CPOMs. They do not form part of the student's educational records and should be retained separately and are not required to be disclosed to parents/carers, except by agreement with the school.

6.8 A chronology will be kept of individual pupil concerns using CPOMs which is reviewed and updated whenever a new concern is raised, noting any action.

6.9 Child protection records must be kept for a minimum of 25 years after the pupil has reached the end of compulsory education; the school will also retain all additional safeguarding records for 25 years in a confidential archive separate from a students' individual **file.**

7) Allegations made against staff

Part 4 of KCSIE 2021 sets out the responsibility of schools in relation to managing allegations against staff and these are set out fully in the **Schools Managing Allegations against Staff** policy. This guidance will be followed where it is alleged that anyone working in the school that provides

education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates that he or she would pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

7.0 Then the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the South Gloucestershire Children's Partnership

7.1 Allegations against a member of staff should be brought to the attention of the Headteacher and/or DSL in the first instance, unless the Headteacher is the subject of the allegation; in this situation the allegation should be referred to the Chair of Governors. They will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations Against the Headteacher' and will contact the Local Authority Designated Officer (LADO) without delay. If the Designated Safeguarding Lead is the subject of the allegation (and they are not the Headteacher) then this needs to be brought to the attention of the Headteacher.

7.2 An allegation must not be discussed with the alleged perpetrators or other members of staff / governors, unless advised to do so by a LADO. All concerns against a member of staff must be reported without delay.

These procedures are also included in staff training.

Physical Contact, restraint and the use of reasonable force

7.3 Members of staff may have to make physical interventions with children; this should only be done where:

- It is necessary to protect the child, or another person, from immediate danger, and
- Where the member of staff has received suitable training such as positive handling training
- Individual plans for vulnerable children to reduce risk, such as those with SEN and disabilities are in place
- Use of reasonable force applies to pupils with or without SEN

Photographing Children in school

7.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent/carer, and if we do obtain such permission, we will not identify individual children by name.

7.5 The school cannot however be held accountable for photographs or video footage taken by parents/carers or members of the public at school functions.

7.6 Photography will be used across the school as a tool to support assessment and to provide evidence of, and celebration of, curriculum coverage. However, staff will not use personal cameras or mobile phones to take photographs of children; all photographs will be taken on school cameras.

7.7 Staff are not permitted to use their own mobile devices to take pictures of pupils in the school.

7.8 Staff can bring their mobile devices into school but these must be locked away during pupil contact time.

7.10 Visitors to the school must be reminded when signing in that they cannot have their mobile phones out whilst on the premises

We encourage all concerns to be shared with the DSL or Headteacher and this includes low level. The term **'low-level'** concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct
- outside of work
- does not meet the allegations threshold or is otherwise not considered serious
- enough to consider a referral to the LADO (as per Keeping Children Safe in Education 2021 pg 95).

Contextual Safeguarding (Extra Familial Harm)

Safeguarding incidents and/or behaviours can be associated with factors outside of school and can occur between children outside of school. All staff, but especially the DSL and Deputy DSL, will consider the context within such behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that a threat to their safety and welfare. We will ensure that such information forms part of the referral we make to the Social Care teams.

8) Monitoring & Review

The FGB are responsible for overseeing the implementation of this policy, monitoring and evaluating its impact; they will also review it every year, or sooner if appropriate.

The Designated Safeguarding Lead for Child Protection will, on behalf of the Headteacher, complete an annual audit of Child Protection and Safeguarding to evaluate the effectiveness of the school's procedures.

Ratification

Approved by FGB on Monday 6th December 2021

Publication

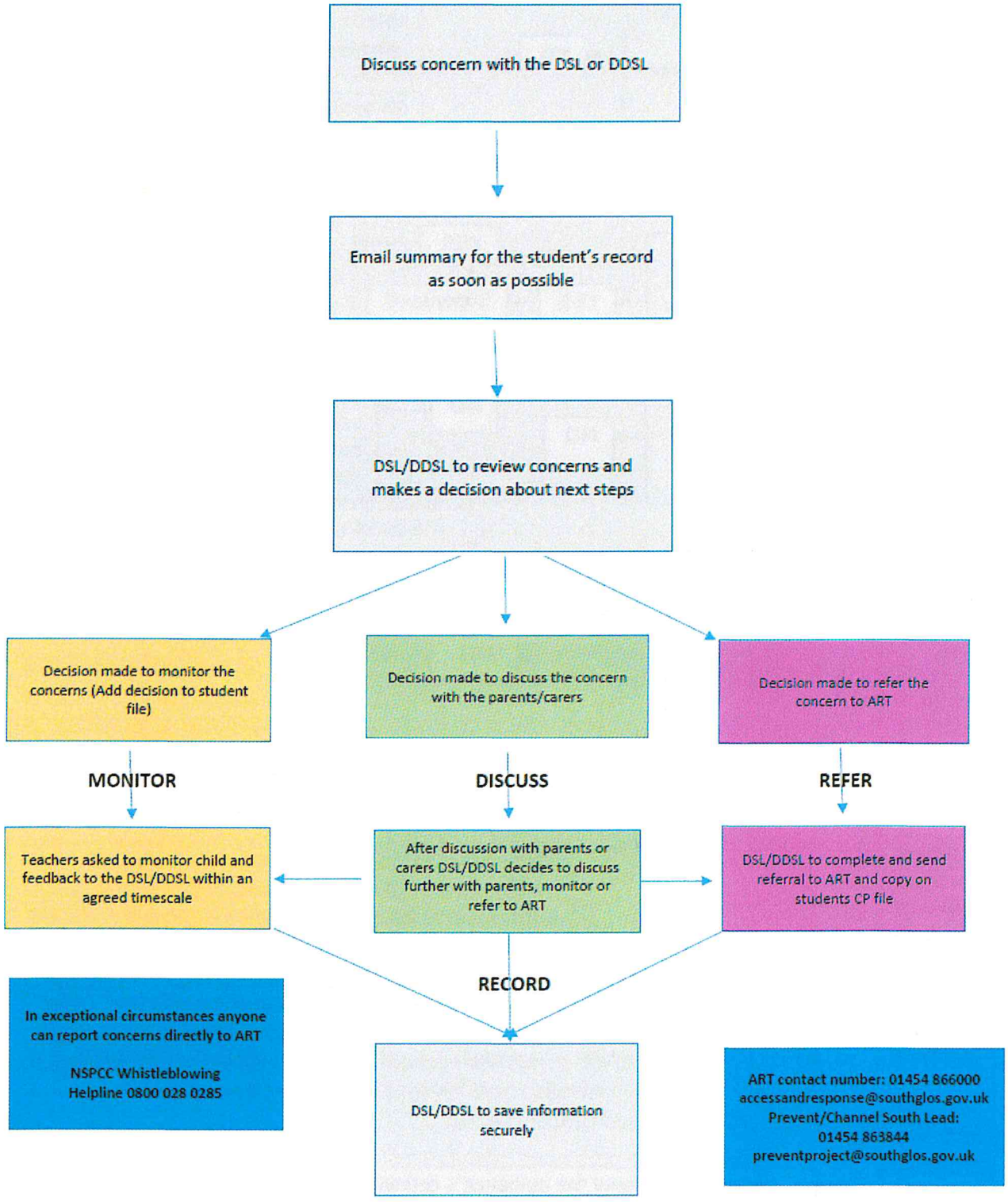
This policy can be found on the school website, and the Staff Shared drive in school

Review

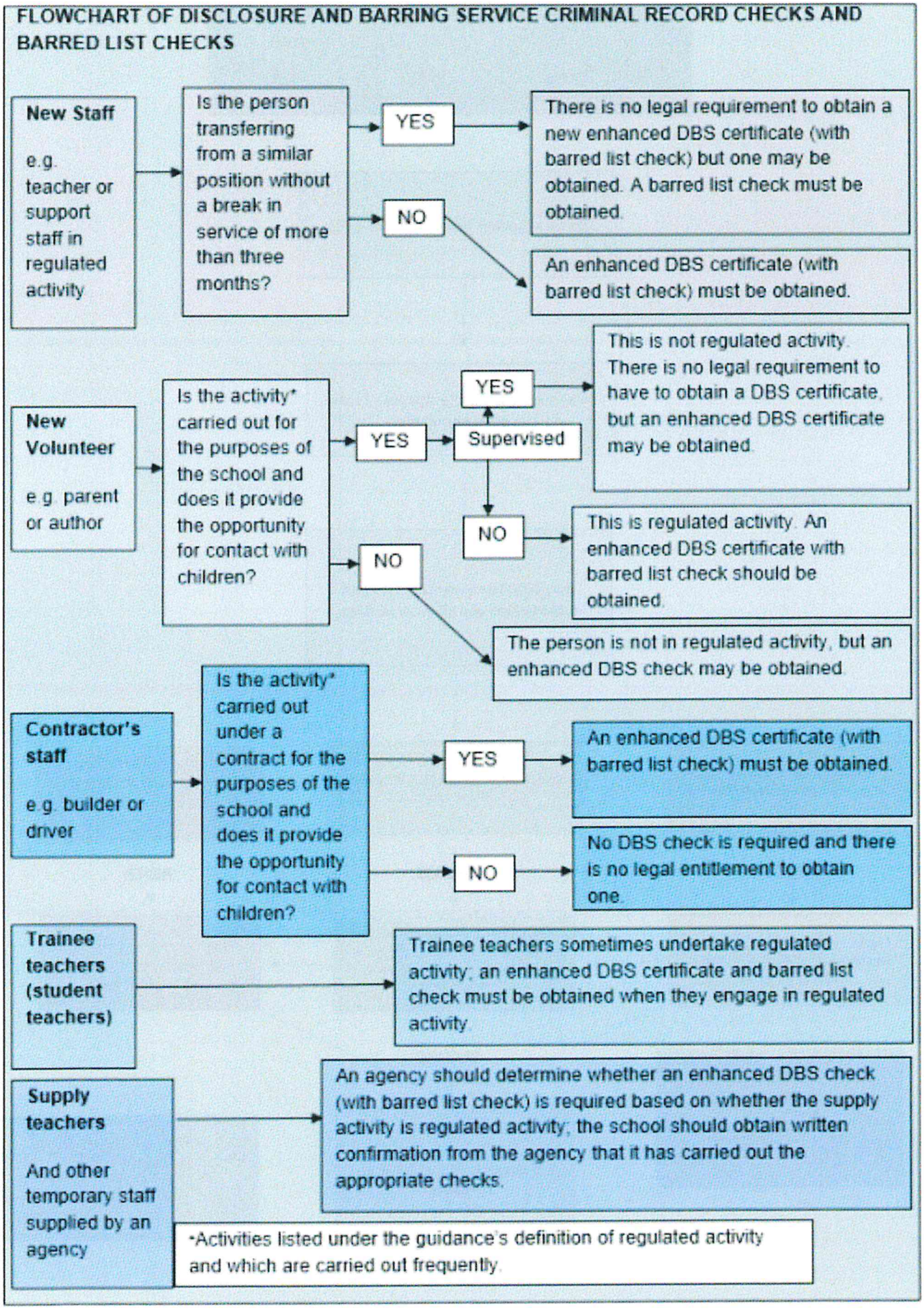
This policy is reviewed at least year, or when there is a change in legislation. Safeguarding forms parts of at least 4 reports to Governors at Full Governing Body meetings . Regular meetings are held between the DSL and the Safeguarding Governor 3 times a year.

Appendix A Reporting of a concern flowchart

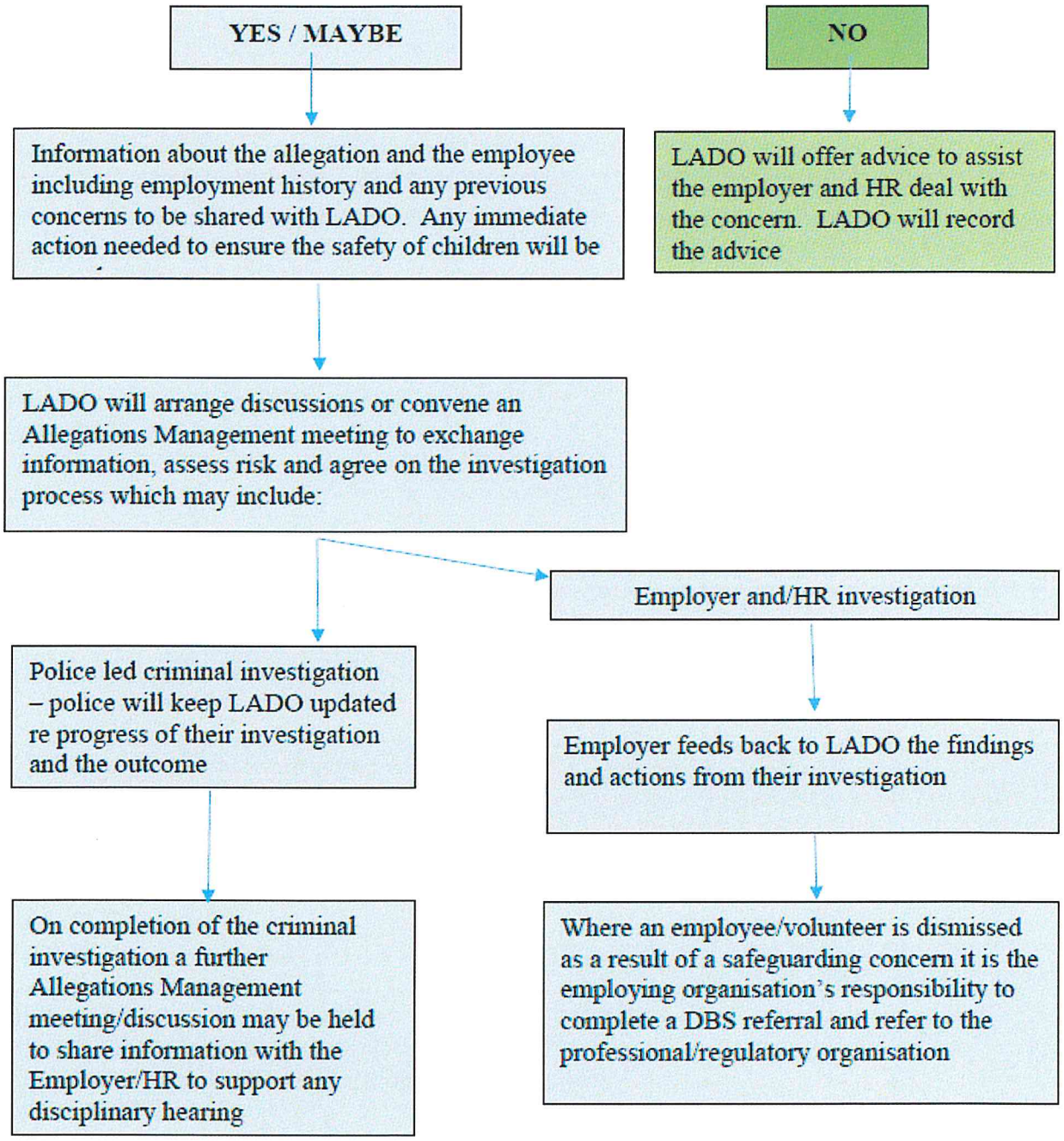
Designated Safeguarding Lead: [Insert name]
Deputy Safeguarding Lead: [Insert name]
Local Authority Designated Safeguarding Lead:
Tina Wilson – 01454 868508



Appendix B Disclosure and Barring Service Criminal Record and Barring Checks



Appendix C LADO Process flowchart

LADO THRESHOLD (Working Together to Safeguard Children 2018 & KCSIE 2021)

- Behaved in a way that has harmed/may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children (Working Together to Safeguard Children 2018)
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children