



SAFEGUARDING AND CHILD PROTECTION POLICY

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| Policies and procedures of the college are non-contractual and does not form part of Terms and Conditions of Employment. | | |
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1. Introduction

It is our belief that all children and young adults have an equal right not to be abused, neglected or exploited and the right to be happy, healthy, safe and productive in their contribution to society. Our students' welfare and safety are at the heart of our ethos and in everything we do. As such we are committed to safeguarding and promoting the welfare of all our students and ensuring that during their time with us they are accessing a safe environment and are protected from all forms of abuse.

Safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children, their families and carers, has a role to play.

This policy aims to:

- Clarify safeguarding expectations for staff, workers, governors, students and their families;
- Contribute to the establishment of a safe, resilient, and robust safeguarding culture built on shared values - that students are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to;
- Support contextual safeguarding practice recognising that our college can be a location where harm can occur;
- Set expectations for developing knowledge and skills within our college community (staff, students, families) to the signs and indicators of safeguarding issues and how to respond to them;
- Enable early identification of need for vulnerable students and provision of proportionate interventions to promote their welfare and safety;
- Encourage working in partnership with students and their families, and other agencies in the Local Safeguarding Partnership.

2. Essential information

2.1 Using this policy

This policy is one of a range of policies and procedures aim at safeguarding our students and protecting them from the risk of harm and/or abuse.

2.2 Definitions

| Term | Definition |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Child | In this policy, a 'child' means all children and young people below 19 years of age |
| Child Protection | Defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation, action must be taken to safeguard and promote the child's welfare. |
| Child Safeguarding | Defined as protecting children from maltreatment, preventing impairment of children's mental and physical 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. |

2.3 Duties and responsibilities

Protecting and safeguarding our students is everyone's responsibility – we all have a part to play in creating a culture that has student welfare and wellbeing at its centre. We are all required to:

- Read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2022). Those working directly with children will also read Annex B;
- Be aware of the systems and policies in place which support safeguarding;
- Know who and how to contact the Designated Safeguarding Lead (DSL) and any deputies, the Chair of Governors and the Governor responsible for safeguarding;
- All staff will be able to identify vulnerable students and take action to keep them safe. Concerns about students will be shared with the DSL where it includes those:
 - who may need a social worker and may be experiencing abuse or neglect
 - requiring mental health support
 - who may benefit from early help
 - where there is a radicalisation concern
 - where a crime may have been committed
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable students and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort;
- Record concerns appropriately and in a timely manner by using the College safeguarding system;
- Ensure safeguarding training is updated annually or as required;
- Be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the college.

Line managers are responsible ensuring all staff are made aware of their roles and responsibilities in relation to this policy. This includes ensuring their team are up to date with any training and ensuring new colleagues have had had safeguarding induction training with the DSL.

The Designated Safeguarding Lead (DSL) is responsible for promoting and developing good safeguarding practice throughout the college and for ensuring the provision of services designed to promote and safeguard the welfare of children. They will work with the Principal and senior leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that students in need are experiencing or have experienced, and identifying the impact that these issues might be having on our student's attendance, engagement and achievement. They are also responsible for managing early identification of vulnerability of students and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals. When required, the DSL will liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.

HR is responsible for ensuring appropriate People Policies are in place regarding Safeguarding and that these are followed. This includes ensuring safer recruitment practices are followed and everyone has appropriate training – at induction and regularly thereafter. In addition, along with the DSL they will make the final decisions regarding

suspension of staff in relation to safeguarding, reporting to professional bodies and the Disclosure and Barring Scheme (DBS).

The Principal and senior leaders have overall responsibility for ensuring the college delivers high quality services that are efficient, effective and safe. This includes overall strategic responsibility for safeguarding and implementation of this policy. In addition the Principal will meet regularly with the DSL and report to the Governing Body regularly regarding the effectiveness of safeguarding and implementation of related policies.

The Governing Body has strategic leadership responsibility for safeguarding in the college and is responsible for holding the principal to account for safeguarding within the college. This includes ensuring that the DSL is part of the college leadership team, that students are taught about safeguarding on the curriculum, that appropriate recruitment checks have been carried out on all staff and workers within the college and ensuring that there are procedures in place to manage safeguarding concerns. The Governing Body is also responsible for ensuring we have effective systems in place to enable students to share concerns about any safeguarding issues they experience and that our systems are effective at preventing, identifying and responding to concerns including child-on-child harm, sexual harassment and abuse and allegations against staff.

3. Safeguarding Training

3.1 Staff

All staff are required to undergo safeguarding training and this should be refreshed at least annually. Training is designed to ensure all colleagues:

- Understand our safeguarding systems;
- Understand their responsibilities;
- Can identify signs of possible abuse or neglect or exploitation; and
- Know how to act upon any concerns they have.

3.2 Safeguarding Officers

In addition to the Essential Skills Training, our Safeguarding Officers will undertake further safeguarding training to Level 3. This training will be refreshed on a two-yearly basis.

3.3 Designated Safeguarding Lead and Deputies

In addition to the Essential Skills Training, the DSL and their deputies will undertake appropriate Designated Safeguarding Lead training and this will be refreshed on a two-yearly basis.

3.4 Governors

All our college governors will undertake safeguarding training and this should be refreshed at least annually.

3.5 Other training considerations

Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational

Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.

The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.

The mental health lead has access to appropriate training.

Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

4. Safeguarding within the college

4.1 The curriculum

We are dedicated to ensuring that students are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all students, and a more personalised or contextualised approach for more vulnerable students, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum. This includes:

- Working within statutory guidance in respect to Relationships and sex education (RSE) and health education;
- 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;
- Appropriate filters and monitoring systems are in place to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what students can be taught about online teaching and safeguarding;
- The curriculum will be shaped to respond to safeguarding incident patterns as identified by the DSL and safeguarding team (e.g., to respond to an increase in bullying incidents);
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum;
- Students can inform the curriculum via discussions with the student union.

4.2 The use of reasonable force

'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 considered.

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; Reducing the need for restraint and restrictive intervention, 2019).

There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

4.3 The key safeguarding areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that we have a statutory responsibility to address:

- Children in the court system;
- Children affected by parental offending/imprisonment;
- Children missing from education – including persistent absence;
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime;
- Domestic Abuse;
- Homelessness;
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage);
- Online Safety;
- Mental health;
- Child-on-child harm (including bullying, relationship abuse, sexual harassment, sexual violence, upskirting, hazing);
- Preventing Radicalisation (The Prevent Duty);
- Serious Youth Violence;
- Substance Misuse;
- Private Fostering;
- Young Carers.

5. Safeguarding Procedures

5.1 Reporting concerns

The following procedures apply to all staff working and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

It is the responsibility of all staff to report and record their concerns via the College safeguarding system. Any member of staff can make a referral if they have concerns that a child may be at risk. Staff should not promise confidentiality. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

It is very important that staff report and record their concerns – you do not need ‘absolute proof’ that the child is at risk. You should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

Report the concern to the DSL as soon as possible and certainly by the end of the day;

- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues or with friends or family;

- Complete a timely and accurate record of the concern using My Concern;
- Seek support for yourself if you are distressed;
- In an emergency take the action necessary to help the child, for example, call 999.

Students can also raise concerns. This can be done via any staff member, the safeguarding mobile phone (07471823522) or emailing the safeguarding team and they will be treated seriously.

5.2 Information sharing

We understand that information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence. You should only discuss concerns with the relevant safeguarding officer, DSL and Principal. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk;
- By doing so will compromise a criminal investigation;
- It cannot be reasonably expected that a practitioner gains consent; or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

Keeping Children Safe in Education states that any member of staff can contact children's social care if they are concerned about a child. This should be then be shared with the DSL and DDSL so that an overview is kept.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Principal or DSL.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

5.3 Identifying and monitoring the needs of vulnerable students

The DSL and Deputy DSL will regularly review and monitor those students who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm;

- Information about vulnerable students is shared with teachers and the leadership team to promote educational outcomes;
- Students who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential
- Reasonable adjustments are made in relation to setting-based interventions – for example responding to behaviour;
- We can support students who may have intersecting protected characteristics. We recognise those with protected characteristics are likely to be more vulnerable to negative experiences of discrimination both explicitly and or systemically;
- We will work in the best interests of the child in compliance with their equality and human rights legal duties.

5.4 Multi-agency working

We are a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance Working Together to Safeguard Children 2018.

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides. The list of safeguarding contact and other key agencies are listed in Appendix 1.

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. If the child is a child in care, notification should also be made to the Hope Virtual School.

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

Additional multi-agency considerations include:

- Where a student and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, we will contribute to the preparation, implementation, and review of the plan as appropriate;
- In situations where a child in care may be put on a part time timetable, we will consult with the Hope Virtual School following local procedures;
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on site we will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response;

- If there is an immediate risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NPCC. If non urgent you should report a crime via 101;
- In the rare event that a child death occurs, or a child is seriously harmed, we will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.

Actions to take:

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm this in line with Section 5.3.
- If the child is subject to 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.

5.4.1 Commissioning alternative provisions

In the event where we commission an Alternative Provision we will follow the Alternative Learning Provision and follow local guidance Commissioning Alternative Learning Provision – Advice for schools, Commissioners, and Alternative Providers (2019) to ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for students who are not taught on site.

We will continue to be responsible for the safeguarding of that student and will make necessary checks on the provider to meet the needs of the student. Written confirmation from the alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

5.5 Suspensions, permanent exclusions and commissioning of Alternative Provisions

When considering suspending or permanently excluding a student where additional vulnerability is identified it is important that the student's welfare is a paramount consideration. The Principal, in collaboration with the DSL, will consider their legal duty of care when sending a student home.

We will exercise our legal duties in relation to our interventions. This includes:

- Whether a statutory assessment should be considered in line with the principles of Children Act 1989;
- That decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice);
- Taking into consideration the student's rights under the Human Rights Act 1998;
- Interventions will be consistent with statutory guidance.

The way we treat our staff reflects their individual needs and does not discriminate against individuals or groups on any grounds of any of the protected characteristics defined by the Equality Act, which are age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that, as far as is reasonably practicable, adjustments will be made to accommodate any particular equality and diversity requirements you may have when implementing this policy and procedure. This may include accessibility of meeting venues, adjusting objectives, providing additional time etc. It is important that you discuss any needs you may have with your line manager at the earliest opportunity.

5.6 Children Missing from Education

A student missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with Section 5.3.

In the event of a missing student we will follow the guidance detailed in Children Missing Education (2016) and Bristol City Council Education Welfare Service – Children Missing Education. This will include notifying the local authority in which the child lives:

- Of any student who fails to attend college regularly; or
- Has been absent without the permission for a continuous period of 10 college days or more, at such intervals as are agreed between us and the local authority.

5.7 Elective Home Education

We will notify the Local Authority of every student where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

5.8 Respond to incidents of child-on-child harm.

All staff should recognise that children can harm other children (including online). It is recognised that child-on-child harm can happen inside and outside of college or online.

It is important that incidents of abuse and harm are treated under this policy in conjunction with the Behaviour policy. However, concerns regarding the welfare of student requires process and records to be kept on the child's safeguarding/child protection file.

At our college:

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention;
- We take steps to educate and act and ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse;
- It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment, and safeguarding records on a termly basis.

We have clear systems in place (which are well promoted, easily understood and easily accessible) for students to confidently report abuse knowing their concerns will be treated easily as reflected in section 5.1.

We will handle initial reports of harm by:

- Securing the immediate safety of students involved in an incident and sourcing support for other young people affected;
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.;
- Ensuring that victims will never be given the impression that they are creating a problem by reporting any form of abuse or neglect, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report;
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful;
- It is also important that staff determine how best to build trusted relationships with children which facilitates communication;
- Ensuring the student's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the child's cohort or our college community;
- Not promising confidentiality as it is highly likely that information will need to be shared with other professionals.

5.8.1 Actions to take in relation to sexual violence and sexual harassment.

Reference to Keeping Children Safe in Education (2022, Part 5) should be made in relation to taking protective action.

We will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. Following training, The Brook - Sexual Behaviours Traffic Light Assessment Tool should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice from Be Safe;
- DSLs/Deputies will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the Section 5.4;
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) the starting point is that this must be reported to the police immediately regardless of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made for all children directly involved. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context;

- When the children involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken;
- Where the report includes an online element, we will follow Searching, screening and confiscation at school (2022) and Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed at least every three months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

5.8.2 Contextual safeguarding approach to child-on-child harm

We will minimise the risk of child-on-child harm by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include our college site, peer groups and the neighbourhood.

Following any incidents of child-on-child harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

5.9 Responding to allegations of abuse made against staff

We have processes and procedures in place to manage any safeguarding allegation, or concern (no matter how small), about staff members (including supply staff, volunteers, and contractors).

Staff must report any concerns or allegations about a professional's behaviour, but more urgently where they may have:

- 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 they may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In the event of a concern against a member of staff, immediate action that must be taken:

- Do not speak to the individual it concerns;
- Allegations or concerns about colleagues, supply staff, volunteers or contractors must be reported directly to the Principal, DSL or Head of HR;
- If the concern relates to Principal it should be reported to the Chair of Governors or Safeguarding Link Governor, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO;

- If allegations are regarding a member of supply staff, we will take the lead and progress enquiries with the LADO, whilst working with the employment agency;
- 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. We will not undertake any investigation unless the LADO advises this.

5.9.1 Low level concerns

A low-level concern is not insignificant. If staff have a safeguarding concern or an allegation about another member of staff that does not meet the harm threshold, then this should be shared in accordance with our Low-Level Concerns Procedure.

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- Have clear policies and procedures;
- Empowering staff to share any low-level concerns;
- Empowering staff to self-refer;
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage;
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised;
- Helping to identify any weakness in our safeguarding system or processes.

All low-level concerns should be referred to the relevant person as outlined below. It is important to:

- Share concern with the Designated Safeguarding Lead (DSL) as soon as possible, ideally within 24 hours of becoming aware of it;
- In the absence of the DSL contact the Deputy DSL;
- If the behaviour relates to the DSL this should be raised with the Principal;
- If the behaviour relates to the Principal this should be raised with the Governor Safeguarding Lead.

6. Mental health and wellbeing

We recognise that we have an important role to play in supporting the mental health and wellbeing of our students. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require early help support.

We commit to undertake the following:

- The training of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health

of students. This Mental Health Lead will have sufficient training in mental health and safeguarding for them to carry out their role effectively;

- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at on a termly basis;
- Ensure that students can report and share concerns in line with Section 5.1;
- Staff will follow a safeguarding process in terms of reporting concerns outlined in Appendix 3i so the DSL/Deputy DSLs (and wider members of the safeguarding team) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a student who is displaying acute mental health distress. This may require support from emergency services via 999 if the student is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with Section 5.4;
- Communicate and work with the student and parents/carers to ensure that interventions are in the best interests of the child;
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes';
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality Primary Mental Health Specialists from Child and Family Consultation Services.

6.1.1 Contextual safeguarding approach to mental health

We will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for students to identify when they may need help, and to develop resilience. We will take a 'whole setting' approach to:

- Deliver high quality teaching on mental health and wellbeing on the curriculum;
- Having a culture that promotes mental health and wellbeing;
- Having an environment that promotes mental health and wellbeing;
- Making sure pupils and staff are aware of and able to access a range of mental health services;
- Supporting staff wellbeing; and
- Being committed to student and parent/carer participation.

7. Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues across the college to ensure a comprehensive approach.

We are committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures;

- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for students;
- Acknowledging that child-on-child harm can happen via mobile and smart technology between individuals and groups;
- Provision of education via remote learning will comply with current governmental advice;
- Annually reviewing our filtering and monitoring systems, information security and access management alongside the above.

8. Further information

8.1 External information

The relevant legislation, statutory requirements and external guidance that has been taken into consideration for this policy include:

- Keeping Children Safe in Education statutory guidance;
- Guidance from the Local Safeguarding Partnership Keeping Bristol Safe Partnership;
- Working Together to Safeguard Children (2018);
- Use of Reasonable Force in Schools (2013);
- Safeguarding and remote education during coronavirus (COVID-19);
- Reducing the need for restraint and restrictive intervention (2019);
- <https://www.bristolsafeguardingineducation.org/guidance/>;
- <https://bristolsafeguarding.org/policies-and-guidance/>
- <http://sites.southglos.gov.uk/safeguarding/library>.

8.2 Internal information

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting medical needs, providing first aid and/or intimate care, drugs and substance misuse, positive behaviour management, and the use of physical intervention and restraint.

This document must therefore be read, used, and applied alongside the school policies and procedures referred to below:

- Safer Recruitment and Selection Policy and Single Central Record Procedure;
- Staff Code of Conduct;
- Whistleblowing Policy;
- Positive Behaviour Management Policy;
- E-Safety and Acceptable Use of IT Policies;
- Supporting Children in Care Policy;
- Student Attendance and Punctuality Policy;
- Health and Safety Policy;
- Prevent Strategy;
- Lockdown Procedure;
- Anti Bullying & Harassment Policy;
- Children Missing Education Procedures;
- Lanyard Policy.

Appendix 1 – Multi-Agency Contacts for Safeguarding in Education

Links and contact details were last checked and updated in March 2023:

| If you have concerns about a child/young person in Bristol: | | | |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------|
| 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 children's social care | FIRST RESPONSE 0117 9036444 | | |
| Out of Hours Referrals | EMERGENCY DUTY TEAM 01454 615 165 | | |
| To make a NON-URGENT referral, contact FIRST RESPONSE using the online form | 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 | | |
| To liaise with the specialist Safeguarding Police unit | Lighthouse Safeguarding Unit (Avon and Somerset police) 01278 649228 LighthouseBristol@avonandsomerset.police.uk | | |
| For advice and guidance about whether to make a referral | Families in Focus (Targeted Support) | | |
| | South 0117 9037770 | East Central 0117 3576460 | North 0117 3521499 |

| 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) 0117 9037795 KBSP LADO notification form |

| For information, advice and guidance in relation to safeguarding policy and procedures: | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Safeguarding in Education Team 0117 9222710 Safeguardingineducationteam@bristol.gov.uk | | |
| South Advisor Elisabeth Clark Elisabeth.clark@bristol.gov.uk 07824503572 | East Central Advisor Jess Curtis jessica.curtis@bristol.gov.uk 07788363338 | North Advisor Sarah Wooding sarah.wooding@bristol.gov.uk 07785475173 |
| Safer Options Team - Education inclusion managers | | |
| South Ingrid.Hooper@bristol.gov.uk | East Central Calum.Paton@bristol.gov.uk | North Ross.Moody@bristol.gov.uk |

Safeguarding and Child Protection Policy

| Child and Adolescent Mental health (CAMHS) | | |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Primary Mental Health Specialists (advice) Child and Adolescent Mental Health | | |
| South 0117 3408121 | East Central 0117 3408600 | North 0117 3546800 |
| Report a Child Missing from Education | Bristol City Council – Education Welfare https://www.bristol.gov.uk/business/schools-learning-and-early-years-for-professionals/attendance-and-inclusion/children-missing-education-cme | |
| Children affected by Forced Marriage | Forced Marriage Unit 020 7008 0151 fmufco.gov.uk | |
| Online Safety Advice | Professional Online Safeguarding Helpline 0344 381 4772 helpline@saferinternet.org.uk | |
| Reporting online abuse and grooming | Child Exploitation and Online Protection command https://www.ceop.police.uk/ceop-reporting/ | |
| FGM advice | NSPCC FGM Helpline 0800 028 3550 fgmhelp@nspcc.org.uk | |
| Domestic Abuse support (Bristol) | Directorate of local and national services https://www.bristol.gov.uk/crime-emergencies/abuse-violence | |
| Whistleblowing professional policy | NSPCC Whistleblowing hotline 0800 028 0285 help@nspcc.org.uk | |
| Child sexual exploitation & child criminal exploitation | Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul | |
| Young Carers – advice and support | Carers Support Centre 0117 958 9980 https://www.carerssupportcentre.org.uk/ | |
| Advice around harmful sexualised behaviour | https://www.awp.nhs.uk/camhs/camhs-services/HSB-services/be-safe | |

| Other Local Authorities Contacts | |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| South Gloucestershire | Access and Reponses Team 01454 866000 accessandresponse@southglos.gov.uk Access and Response Teams (ART) |
| North Somerset | Single Point of Access 01275 888 808 https://www.n-somerset.gov.uk/my-services/children-young-people-families |
| Bath and North East Somerset (BANES) | Children’s Social Work Services 01225 396312 or 01225 396313 ChildCare_Duty@bathnes.gov.uk https://beta.bathnes.gov.uk/report-concern-about-child |

Appendix 2 - Dealing with a disclosure of abuse

When a child tells me about abuse they have suffered, what must I remember?

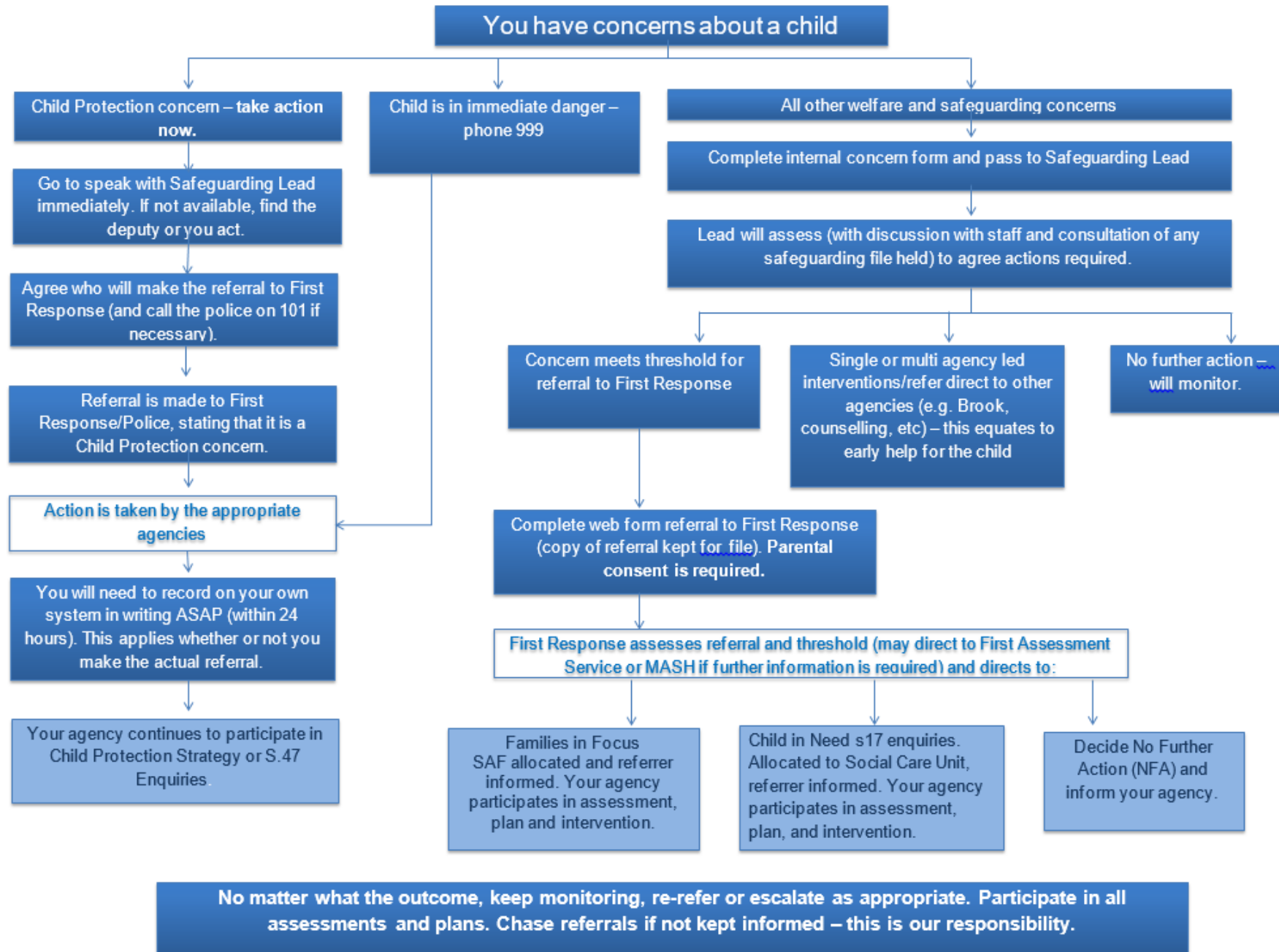
- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.
- 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 they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged perpetrator.
- Be aware that the child may retract what they have 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.

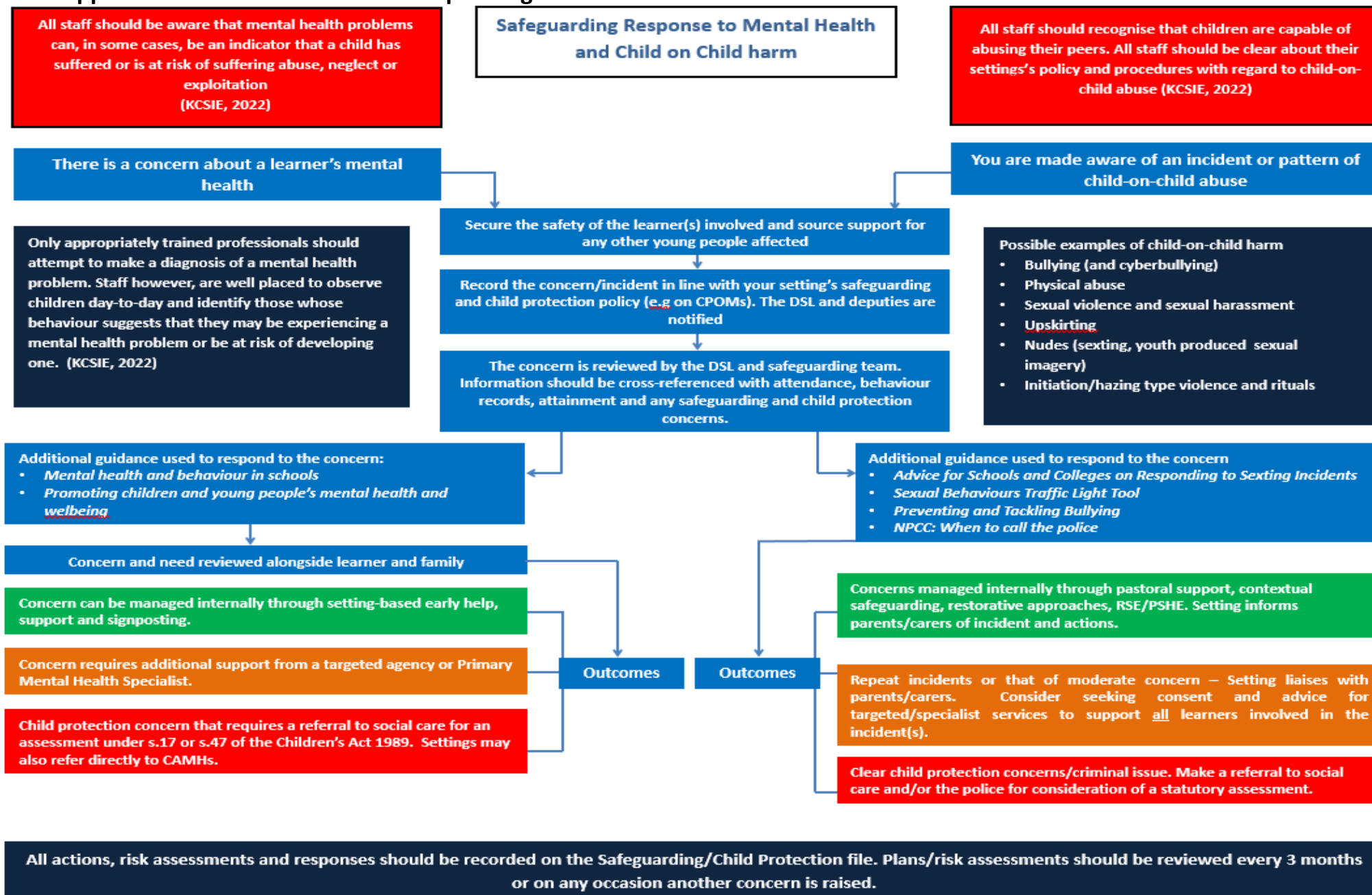
The 5 'R's are helpful in understanding what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer – Record

Appendix 3i - Reporting Concerns Flow Chart – Bristol



Appendix 3ii - Process flow chart responding to child-on-child incidents and Mental Health Problems



Appendix 4 – Types of abuse and neglect

Abuse and neglect are 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.

| Term | Definition |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | 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 because 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. |
| Emotional abuse | Persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. |
| Sexual abuse | Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. |

Appendix 5 - Specific actions to take on topical safeguarding issues

In recognition that the threshold of child protection is 'likely to suffer' significant harm we may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the student at further risk of harm. In all other circumstances information will be shared in line with Section 5.2.

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop our assessment of need.

Child Exploitation – Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

We will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The student and their families will be part of any planning and interventions.

If the student is at risk of CSE or there is intelligence which indicates that the student or peer group are at risk of CSE, we will share information with Operation Topaz. This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.

If the student is at risk of CCE information should be shared with Bristol's Violence Reduction Unit - Safer Options. The Safer Options Education Inclusion Managers can advise and provide support to manage risk. Targeted support maybe available to disrupt students from getting involved with criminality.

Avon and Somerset Police share 'Missing persons' notifications (which a student is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the students Safeguarding/Child Protection file.

Domestic Abuse

Operation Encompass is a national operation where local police forces notify when the police are called to an incident to domestic abuse. Avon and Somerset have their own version of this and will notify education settings whenever they have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, we are not permitted to share this information without seeking consent from Avon and Somerset police in case this may put a victim and students at further risk of harm. The only exception to this when information is shared with new education setting (part of statutory duties in relation to transfer of the Safeguarding/ Child Protection file, Keeping Children Safe in Education). Additional instructions around this are sent out with every single notification.

In line with guidance, education settings:

- Must have signed up to a Police Safeguarding Notification Briefing to receive these.
- Should have at least two members of trained staff able to receive and act upon these notifications.
- Should promote an open culture of safeguarding to enable students and families to disclose and feel safe to talk about their experiences and what support may be required.

Female Genital Mutilation

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out.

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.

Travel:

National guidance has highlighted going on holiday to a risk affected country is cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities.

In these events:

- Families are encouraged to notify us when they are looking to travel during term time;
- This will prompt a conversation with the DSL to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this;
- We will complete an FGM Referral Risk assessment with the family to identify any support that the family may require in relation to FGM;
- Proportionate action is taken. Referrals to social care should NOT be automatically made – however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment;
- These assessments should be saved onto the students Safeguarding/Child Protection file to avoid duplication with new incidents of travel.

Online Safety

For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the Professional Online Safeguarding Helpline, T: 0344 381 4772, E: helpline@saferinternet.org.uk

Where there have been established cases of online abuse or grooming, the setting should alert - Child Exploitation and Online Protection command (CEOPS).

Serious Youth Violence

This should be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of 'Offensive Weapons in Education Settings'.

It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

In addition:

- The same day a weapon is found Safer Options should be called for a multi- disciplinary assessment of risk.
- Whilst it is acknowledged that the decision to exclude remains with the Principal it is recommended that consultation with the Safer Options Education Inclusion Manger is made so as not to further put the child at further risk of harm if they are excluded.
- Alternatives to exclusions should be considered first in recognition that by doing so a student it may be at further risk of harm out in the community.
- Police will be notified through the multi-agency discussion held at the 'Out of Court Disposals Panel' to prevent students unnecessarily getting a criminal record.

Preventing Radicalisation - The Prevent duty

All settings are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard¹⁰⁹ to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent duty.

The Prevent duty is part of our wider safeguarding obligations. The DSL and other senior leaders will familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools.

The guidance is set out in terms of four general themes:

- Risk assessment;
- Working in partnership;
- Staff training; and
- IT policies.

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 (*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.)
- With the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made. Statutory guidance states that this should be done at least six weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments will be made to promote achievement of positive educational outcomes.

Young Carers

Safeguarding and Child Protection Policy

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. We will signpost students who are young carers to appropriate support.

The Carers Support Centre can undertake an assessment of need and provide bespoke support.