



## PINNACLE SCHOOLS FEDERATION CHILD PROTECTION POLICY

<b>Author/Person Responsible</b>	<i>Executive Headteacher</i>
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### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>DOCUMENT:</b>	Child Protection Policy	<b>DATE:</b>	10.11.20
<b>CARRIED OUT BY:</b>	Kate Bashford	<b>APPROVED BY:</b>	Mike Riches

### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
<b>Gender reassignment</b>	No impact	
<b>Marriage and civil partnership</b>	No impact	
<b>Pregnancy and maternity</b>	No impact	
<b>Race</b>	No impact	
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)	<i>No impact</i>	
<b>Gender identity</b>	No impact	
<b>Sexual orientation</b>	No impact	

Any adverse impacts are explored in a Full Impact Assessment.

## 1) Purpose of the Policy

At The Pinnacle Schools Federation 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
- 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, supply 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 (2020), paragraph 85: ‘The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.’

KCSIE 2020, paragraph 84: ‘This includes allowing practitioners to share information without consent...’

- 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 new 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;
  - student health and safety

- providing first aid as and when required
- having clear processes regarding intimate care
- meeting the needs of our students 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 students 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 students feel secure, can learn and develop, are encouraged to talk and are listened to;
- including opportunities in the strands of the PSHEE, Computing curriculum and whole school approach to care, guidance and support, for students 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 students in school
- 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
- 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 students 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 students know they can talk to staff confidentially by reminding them in assemblies, updating the student 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; and
- 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 policies:

- Anti-bullying
- Positive Behaviour
- Staff Code of Conduct
- Complaints
- Educational Visits
- Equalities
- Exclusions
- Grievances
- Health and Safety
- Medical Needs (including Intimate Care)
- Online Safety
- PSHEE
- Recruitment
- Whistle-blowing

## 3) Roles & Responsibilities

### The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Leaders with responsibility for safeguarding and Child Protection (including online safety) are Mike Riches (Iron Acton) and Ed Riddington (Hawkesbury); these people are members of the federation's Senior Leadership Team. The Deputy Safeguarding Leaders are: Christine Wilson & Cathy Detzler (Iron Acton); Mike Riches & Christine Wilson (Hawkesbury).

The Designated Safeguarding Leaders work closely with the Computing Leaders. They are: Jess Abley (Iron Acton) and Alec Bryant (Hawkesbury).

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSLs can be contacted out of hours using the email [mike.riches@pinnacleschools.org.uk](mailto:mike.riches@pinnacleschools.org.uk) and [ed.riddington@hawkesbury.org.uk](mailto:ed.riddington@hawkesbury.org.uk)

When the DSL is absent, the deputies will act as cover and can be contacted using [christine.wilson@pinnacleschools.org.uk](mailto:christine.wilson@pinnacleschools.org.uk) and [cathy.detzler@ironactonprimaryschool.co.uk](mailto:cathy.detzler@ironactonprimaryschool.co.uk)

If the DSL and Deputies are not available, the contact at the other school in the federation will act as cover (for example, during out-of-hours/out-of-term activities).

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 2020, sets out clearly the requirements for the DSL in schools.

### 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 School Business Manager; and
- 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 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 of KCSIE 2020;
- ensure that all staff have read or have completed their yearly KCSIE online training module 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 the school's proforma;
- 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; and
- 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;
- Keep a training plan for the school which shows all training throughout the year

### **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 may be made and the role of the school in this; and
- 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. 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 2020 paragraphs 87 & 88)

### **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 or other such media is acceptable.

### **Reporting**

The DSL will meet regularly with the safeguarding link governor for the federation. This is Ken Hull [ken.hull@pinnacleschools.org.uk](mailto:ken.hull@pinnacleschools.org.uk) The safeguarding link governor will report back to the FGB at each meeting.

The annual Safeguarding audit will be conducted and an action plan created. This will be reviewed regularly and shared with relevant staff and governors.

### **School safeguarding profile**

Our safeguarding analysis has shown that our main concerns are in the area of online safety and mental health. In addition, the security of the site at Iron Acton is an ongoing area for improvement.

### **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 disproportionately impacted by things like bullying without outwardly showing any signs;
- difficulties may arise in overcoming communication barriers;
- Children with special educational needs, including those without an EHCP are often isolated, may have difficulty in communicating effectively and lack confidence to talk to adults

Our internal support processes will ensure that students with SEN and disabilities have adequate pastoral care.

Other vulnerable groups that we monitor closely that may need early help processes in place are:

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

It is also important to consider those for whom 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, 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 PSHEE curriculum and online safety programme



and; this includes visits and workshops provided by the NSPCC and subject specific matter covered in to online safety focus days and anti-bullying focus days;

- 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 2020 states 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 [Single Assessment Framework early help \(SAFeh\)](#). It may be appropriate for a member of school staff to initiate a SAFeh 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 SAFeh 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 SAFeh and attend TAC/F meetings. All staff should have an understanding of the SAFeh process and how they can contribute to it as and when appropriate.

### **Designated Governor**

The Designated Governor/s for Safeguarding across the federation is Ken Hull and can be contacted on the following email [ken.hull@pinnacleschool.org.uk](mailto:ken.hull@pinnacleschool.org.uk)

The responsibilities of governing bodies, proprietors and management committees are outlined in part two of Keeping Children Safe in Education 2020.

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

Tina Wilson. Contact details are:

Tel. 01454 868508

Email. [lado@southglos.gov.uk](mailto:lado@southglos.gov.uk)

The LADO can be contacted when there are concerns or allegations of abuse against a member of staff.

## **4) Types of abuse and specific safeguarding issues**

Detailed definitions and information about the list of specific safeguarding issues below can be found in Keeping Children Safe in Education, Annexe A.

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  
Private Fostering  
Sexting  
Sexual harassment and sexual violence  
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 2020).

## **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.

## **5) The Management of Safeguarding**

### **Governing Body**

5.0 The GB will have a Designated Governor with responsibility for Child Protection; this is Ken Hull

The Designated Governor will ensure that they utilise the experiences and expertise of staff when shaping safeguarding policies. Opportunities for staff to contribute to safeguarding arrangements and child protection will be provided.

5.1 The GB will receive the Annual Safeguarding Audit for 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 2020
- Where safeguarding concerns about a member of staff are substantiated, appropriate action is taken.

The GB 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 GB 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 GB will ensure that areas for improvement identified within the annual audit; through on-going monitoring of CP 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 GB 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 students 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 GB 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 GB will seek assurances that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

### **School Business Manager**

- 5.5 Part 3 of KCSIE 2020 sets out clearly the requirements and processes in relation to Safer Recruitment and these are fully detailed in Recruitment policy.

In addition to the requirements within School's Recruitment policy, the School Business Manager will ensure that:

- All volunteers to the school have read the Part 1 Keeping Children Safe in Education and received training from the DSL
  - All staff have completed their yearly KCSIE online training and this is recorded
  - All staff have completed their Prevent online training and this is recorded
  - They keep records of online staff training and the signing requirements for policy reading
- 5.6 The SBM will ensure that the school's Single Central Record (SCR) is accurately maintained as an ongoing and live record and includes any enquiries made regarding disqualification by association
- 5.7 In relation to induction and training of new staff, the SBM and/or Headteacher will ensure that they:
- Use the safeguarding induction checklist and retain this in the front of the staff file, ensuring that staff have copies of all of the policies required
  - Are booked onto the next available Safeguarding and Child Protection training
  - Complete online safety training
  - Have read and signed as understood the School's Code of Conduct

- Have explained to the member of staff their duty to provide information which would disqualify them by association

### 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. Information on [Safer Working Practice in Schools April 2020](#)

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 students and parents
- contacting young people through private telephones (including text), email and social networking sites
- disclosing personal details inappropriately
- meeting students / 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.**

5.11 All members of staff have a duty to attend 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 an external trainer every 3 years and regular updates provided by the Designated Safeguarding Lead and Deputy DSL.

Induction Training – this is mandatory and will include types of abuse and indicators of abuse, the schools safeguarding systems, key personnel, the early help process, what to do if a child discloses 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 sexual exploitation, peer on peer abuse, upskirting, response to children going missing from education, FGM and Prevent. New staff will complete the safeguarding checklist 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)

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.

## 5.12 Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Trust 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
- an 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](mailto:help@nspcc.org.uk)

## 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 students 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 student 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 postcodes: BS34&35)**  
**Telephone number 01454 866000**

**Bristol Children's Services (Student's home postcodes: BS7-10)**  
**Telephone number 0117 9038700**

If the DSL or DDSL are not available, staff should speak directly to the local children's social care using the numbers above.

The Headteacher (or Chair of Governors if the concern is about the Headteacher) will contact the LADO, Tina Wilson on 01454 868508 in relation to allegations against a member of staff. [tina.wilson@southglos.go.uk](mailto:tina.wilson@southglos.go.uk) or [lado@southglos.gov.uk](mailto:lado@southglos.gov.uk)

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 student internally through our own integrated student 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 in the school's child protection file and 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. This written confirmation must be signed and dated by the referrer.

### 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.

- 6.5 Written records of concerns about students 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 conduct a SERAF (sexual exploitation assessment) and pass concerns directly to Access and Response or the CSE MARAC board.
- 6.7 All records relating to child protection concerns will be kept in a secure cabinet and will remain confidential. 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 student concerns 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 student 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 2020 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 and volunteers 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.
- 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 and can be found displayed throughout the school on the safeguarding information posters.

### **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 students with or without SEN

### **Photographing Children in school**

- 7.4 The school will only allow images of students to be used on school websites, publicity, or press releases, with express permission from the parent/carer, and if we do obtain such permission, we will not identify individual children by name.
- 7.5 Parents and carers are permitted to take photos of children at specific points during performances (e.g. Nativity service) but are reminded at each performance that they must not share photos of children other than their own on social media.
- 7.6 The school cannot however be held accountable for photographs or video footage taken by parents/carers or members of the public at school functions.
- 7.7 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 or devices.
- 7.8 Staff are not permitted to use their own mobile devices to take pictures of students in the school.
- 7.9 Staff can bring their mobile devices into school but these must be put away during student contact time and not used at all during lesson 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.

### **Contextual Safeguarding**

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 when 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 GB is responsible for overseeing the implementation of this policy, monitoring and evaluating its impact; they will also review it annually, or sooner if appropriate.

The Designated Safeguarding Lead will work alongside the Headteacher to complete an annual audit of Child Protection and Safeguarding to evaluate the effectiveness of the school's procedures then create an action plan which is kept up to date throughout the year.

### **Ratification**

Approved by the FGB

### **Publication**

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

**Appendix A Reporting of a concern flowchart**

**Designated Safeguarding Lead: Mike Riches / Ed Riddington**  
**Deputy Safeguarding Lead: Christine Wilson / Cathy Detzler**

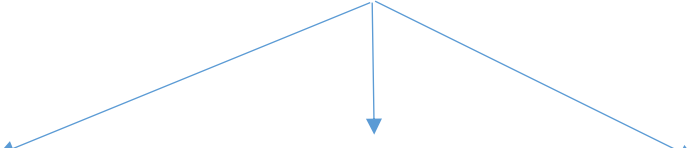
Discuss concern with the DSL or DDSL



Email summary for the student's record as soon as possible



DSL/DDSLS to review concerns and makes a decision about next steps



Decision made to monitor the concerns (Add decision to student file)

Decision made to discuss the concern with the parents/carers

Decision made to refer the concern to ART

**MONITOR**

**DISCUSS**

**REFER**



Teachers asked to monitor child and feedback to the DSL/DDSLS within an agreed timescale

After discussion with parents or carers DSL/DDSLS decides to discuss further with parents, monitor or refer to ART

DSL/DDSLS to complete and send referral to ART and copy on students CP file



**RECORD**

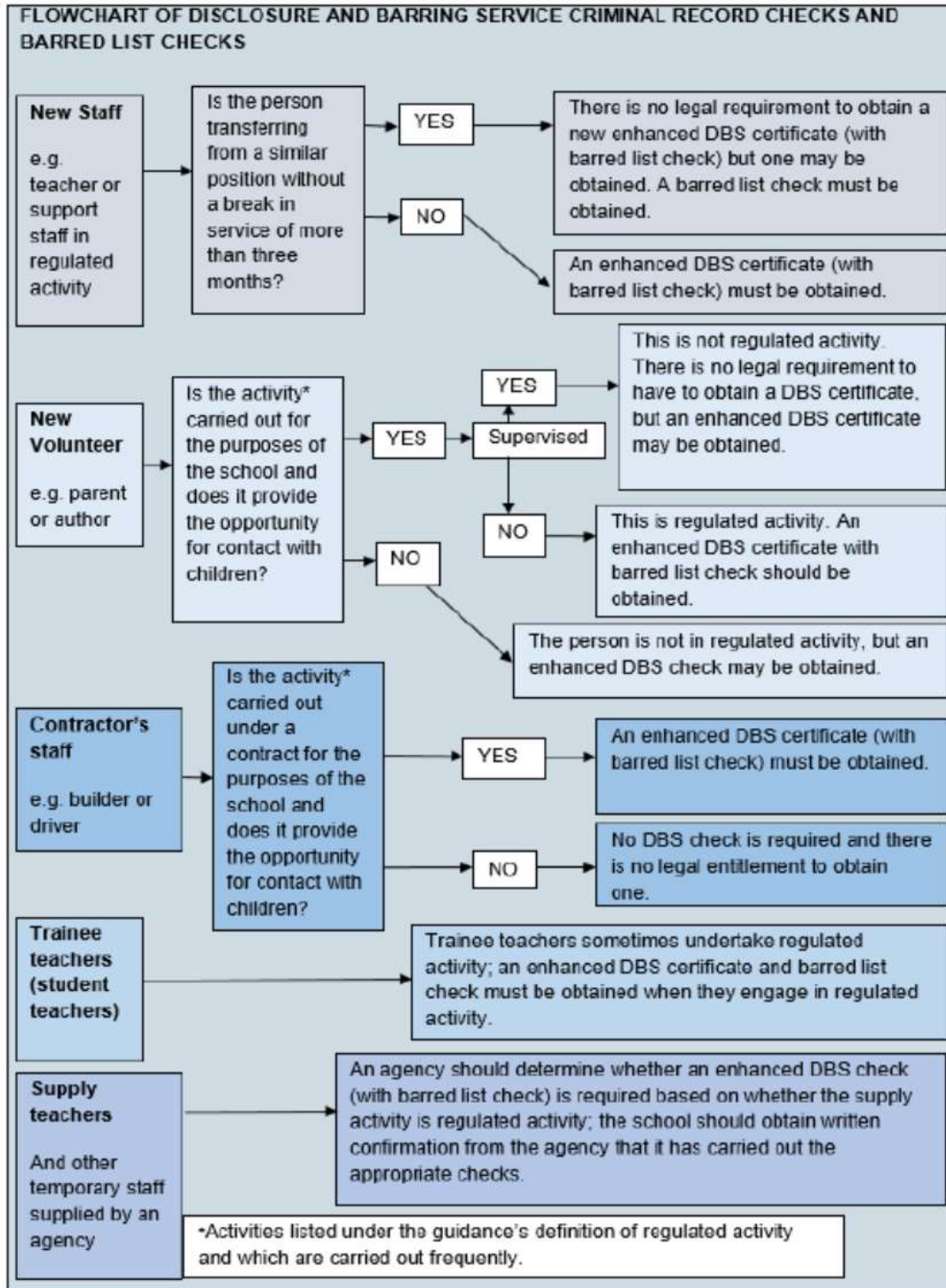


DSL/DDSLS to save information securely

**In exceptional circumstances anyone can report concerns directly to ART**  
  
**NSPCC Whistleblowing Helpline 0800 028 0285**

**ART contact number: 01454 866000**  
**accessandresponse@southglos.gov.uk**  
**Prevent/Channel South Lead:**  
**01454 863844**  
**preventproject@southglos.gov.uk**

## 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 2020)

- 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

