



SAFEGUARDING AND CHILD PROTECTION POLICY

Last Review:	July 2017
Committee:	PSW
Date Ratified:	13/07/2017
Next Review:	July 2018

1. Introduction

1.1. This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Representatives of the whole-school community of students, parents, staff and governors will be involved in policy development and review
- This policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

2. Principles

2.1. Oldfield school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989, s1 (1).

2.2. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is **everyone's** responsibility. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We maintain an attitude of 'it could happen here' where safeguarding is concerned.

2.3. All action is taken in line with the following legislation/guidance:

- South West Child Protection Procedures (SWCPP)
- Section 175 Children Act 2002
- Children and Families Act 2014
- Working Together to Safeguard Children 2015
- What to do if you're worried a child is being abused 2015
- Safeguarding Children and Safer Recruitment in Education 2014
- Local Safeguarding Children Board Guidance

- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE, September 2016).
 - The Prevent Duty 2015
 - Counter Terrorism and Security Act 2015
- 2.4. We follow procedures set out by Bath & North East Somerset's Local Safeguarding Children Board (LSCB) and take account of further guidance issued by the DfE, and the Local Authority.
- 2.5. Our policy applies to all staff, governors, students, visitors and volunteers working in the school.
- 2.6. We recognise that staff, because of their contact with, and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.
- 2.7. We recognise 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 the child's life (Appendix 8)
- 2.8. As part of the ethos of the school, the staff and governors are committed to:
- 2.8.1. ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children;
 - 2.8.2. ensuring we have a designated safeguarding lead (DSLs) for safeguarding/child protection and deputy DSLs who has received appropriate training and support for this role;
 - 2.8.3. ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct;
 - 2.8.4. establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
 - 2.8.5. supporting students who have been abused, and, for those on child protection plans, carrying out specific actions in accordance with the agreed child protection plan;
 - 2.8.6. work closely with other professionals to support those students who are on individual child protection plans;
 - 2.8.7. including opportunities in the curriculum, especially ICT and PSHE for children to develop the skills they need to recognise, and stay safe from abuse;
 - 2.8.8. ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect, know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2016 and Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements;
 - 2.8.9. ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated safeguarding lead;
 - 2.8.10. working 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;
 - 2.8.11. encouraging and supporting parents/carers and working in partnership with them.
 - 2.8.12. Informing the social worker immediately if a student subject to a child protection support plan is excluded from school.
- 2.9. The school recognises that it is primarily an agent of referral and not of investigation, although it has an important part to play in caring for and supporting children who have been neglected or abused.

- 2.10. This policy should be read in conjunction with:
- Anti-Bullying (student)
 - Attendance (Pupils) and Registration
 - Code of Conduct (staff)
 - Drugs and Health Education
 - Educational Visits
 - E-Safety
 - Health and Safety
 - Medical Conditions Policy
 - Pastoral Care
 - Positive Behaviour for Learning
 - Public Interest Disclosure (Whistle Blowing)
 - Safer Recruitment
 - School Security
 - Single Equality Policy
 - Whistleblowing

3. Aims

- 3.1. To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- 3.2. To ensure consistent good practice across the school.
- 3.3. To demonstrate the school's commitment with regard to safeguarding children.

4. Terminology

- 4.1. **Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- 4.2. **Child protection** refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children) in respect of those children who have been identified as suffering, or being at risk of suffering harm.
- 4.3. **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.
- 4.4. **Child** refers to all young people who have not yet reached their 18th birthday.
- 4.5. **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

5. Key personnel:

- 5.1. The **designated safeguarding lead (DSL)** at Oldfield school is: **Mrs Sarah Mills**, s.mills@oldfieldschool.com
- 5.2. The **deputy designated safeguarding leads (deputy DSLs)** at Oldfield school are: Mrs J. Macalister, j.macalister@oldfieldschool.com; Mrs G. Pierce-Butler; g.piercebutler@oldfieldschool.com; Miss R. Davies, r.davies@oldfieldschool.com;
- 5.3. The **nominated child protection governor** for Oldfield school is: Mr Barry Raynes who can be contacted via the Clerk to the Governors whose email address is available on the school website.
- 5.4. The **Local Authority Designated Officer (LADO)** for B&NES is: **Ms Mel Argles** 01225 396810.

6. Abuse of trust

- 6.1. All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.
- 6.2. In addition, staff understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.
- 6.3. The school's Code of Conduct policy sets out expectations of staff. All staff must read and acknowledge that they have read this policy annually.

7. Recognising abuse

- 7.1. To ensure that our children are protected from harm, we understand what types of behaviour constitute abuse and neglect.
- 7.2. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child at home alone, or leaving dangerous items within reach of a child.
- 7.3. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

7.3.1 Physical abuse - Physical abuse 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

7.3.2 Emotional abuse - Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the 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,

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.

7.3.3 Sexual abuse - Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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

- 7.4. **Bullying** - While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. All incidents of bullying are to be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the PSHE curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.
- 7.5. **Child Sexual Exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- 7.6. **Female Genital Mutilation (FGM)** All professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. It is now a mandatory duty for all staff to report cases of FGM (July 2015). There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place include when a female family elder is around, particularly when she is visiting from a country of origin, a student may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman', a parent or student may state

that they will be taking them out of school on a prolonged holiday, parents seeking to withdraw their child from PSHE where FGM will be discussed. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

7.7. The Prevent Duty The Prevent Duty is part of CONTEST, the UK counter terrorism strategy whose aim is to reduce the threat to the UK from terrorism by stopping people from becoming terrorists or supporting terrorism (*Channel Duty Guidance 2015*). All staff need to ensure that the school is a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Staff, however, should be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. All staff have a mandatory duty to report any concerns they have about a student to the DSL who will then follow local safeguarding procedures to inform Channel.

7.8. Self-harm is 'an expression of personal distress, usually made in private, by an individual who deliberately hurts him or herself'. It is often a way of trying to cope with painful and confusing feelings. The nature and meaning of self-harm can vary greatly and the reason or trigger for each action may differ on each occasion. What to do if a student discloses thoughts of self-harm and/or superficial injury:

- Keep calm, give reassurance and follow agreed first aid procedures if necessary
- Let the young person know you care and that they are not alone
- Take the concerns of the student seriously, no matter how petty or frivolous they may appear
- Do not try to solve the problem for them but actively listen to their concerns
- Encourage and support the young person to talk to others, such as parents or professionals to seek appropriate help
- Have contact numbers and information for helplines available (Appendix 9)
- Inform a DSL as soon as possible so that they can decide what the next steps to take are eg: talk to parents, make a referral to CAMHS. Staff should make the referral using the Welfare Concern Form/ Incident of Self Harm form and pass this immediately to the DSL (Appendix 7)

What to do if faced with serious self-harm with/without suicidal ideation, requiring medical treatment. Eg: Injury or overdose (however small).

- Inform a school first aider who will assess and call emergency services if required.
- Follow our school's safeguarding procedures as outlined in sections 9-12 of this policy.

8. Indicators of abuse and what you might see

8.1 Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

8.2 It is the responsibility of staff to report concerns. It is not the responsibility of staff to investigate or decide whether a child has been abused.

8.3 A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become uninterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

8.4 Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your suspicions – you do not need proof that the child is at risk.

8.5 Indications that FGM may have already taken place on a student could include -

- having difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- having frequent urinary, menstrual or stomach problems
- having prolonged or repeated absences from school
- having prolonged absence from school with noticeable behaviour changes (e.g. withdrawal/depression) on the student's return.
- reluctance to undergo normal medical examinations
- confiding and talking about pain or discomfort between her legs

9. Taking Action - Staff

9.1. Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL immediately/as soon as is reasonably practical;
- if the DSL is unavailable, and the deputy DSLs cannot be located, ensure the information is shared with the most senior person in the school that day and, if necessary, ensure action is taken to report the concern to children's social care;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with friends or family;

- support the child and tell them that they have done the right thing in telling you but do not act like a counsellor;
- complete a 'child protection incident/welfare concern form' (appendix 2);
- seek support for yourself if you are distressed.

10. Responding to a Disclosure – Procedures for staff

It takes a lot of courage for a child to disclose that they are being neglected or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

10.1. During the conversation:

- Allow them to speak freely.
- At an appropriate time tell the child that in order to help them you **must** pass the information on.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as “Did your Dad do it?” or “What does the child’s mother think about all this?”
- Only genuine non-directing, open questions can be asked. Staff should ask who? what? where? when? and how? If clarification is needed they need to use “... tell me more; explain....., describe”
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. Explain that you have to pass this information on to the DSL. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.

10.2 Staff should signal their willingness to listen to the child, but make it clear that they cannot promise confidentiality. If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you **must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise. Tell the child, that the DSL is obliged to refer cases of alleged abuse to the appropriate agencies. Individual members of staff do not tell the parent/carer. However, the parent will be informed of the referral by the DSL before Social Services is contacted when it is appropriate to do so if this does not place the child at further risk.

10.3 After the conversation:

- Report verbally **without delay** to the DSL.
- Staff must write up the conversation as soon as possible; staff should record carefully what they see, hear or observe – but leave out feelings, fears or judgements. They should use

the student's own words where possible using speech marks to indicate where this occurs. The record should be made on the Child Protection Incident/Welfare Concern Form (Appendix 2) completing a Body Map to identify the injury if applicable (Appendix 3) and handed to a DSL. Staff should ensure that they have printed and signed their name and dated the form.

- 10.4 The role of the member of staff is to immediately pass the referral to a DSL. If a referral is to be made to children's social care, the member of staff should be with the DSL when they telephone the duty officer in the referral and assessment team where possible. The process shown in section 11 of this policy *Making a Referral - Procedures for the DSL* will then be followed. In the event that the DSL is not available then the matter should be passed to a Deputy DSL, failing that the head teacher. In the unlikely event that none of these are available the member of staff should then make the referral to children's social care themselves. If this is the case the member of staff who made the referral should inform the DSL as soon as possible.
- 10.5 There will be occasions when you suspect that a child may be at serious risk, but you have no evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way. Use the Child Protection Incident/Welfare Concern Form (Appendix 2) to record these early concerns and completing a Body Map to identify the concerning mark/injury if applicable (Appendix 3). If the child does begin to reveal that they are being harmed you should follow the advice in the section *'Responding to a Disclosure - Procedures for Staff'*.
- 10.6 Staff will be told about the child protection developments affecting a child if appropriate.

11 Making a Referral - Procedures for the DSL

- 11.1 Upon receipt of a disclosure from a member of staff or visitor the DSL will decide whether to make a referral to the Children and Families Assessment and Intervention Team (CAFAIT). The DSL will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be informed that a referral is being made, unless to do so would increase the risk to the child.
- 11.2 Where the decision is to make a referral, the DSL will without delay inform the appropriate Children and Families Assessment and Intervention Team (CAFAIT) by telephone based on the student's home address. (For students living in BANES - 01225 396312/313 or Out of hours 01454 615165) Other CAFAIT numbers displayed in the Assistant Headteacher; Pastoral office.
- 11.3 The telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing by the DSL using the form marked C2 within a maximum of 48 hours, ideally 24 hours. Essential information will include the student's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.
- 11.4 The referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do either may place the student at increased risk of significant harm, in which case advice should be sought from the CAFAIT team. If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is

subject to a Child Protection Plan in which case schools must contact the allocated Social Worker. The relevant Social Worker should advise the school when, and by whom, parents will be informed. If necessary the DSL will also contact the police if this is thought necessary by social care.

- 11.5 Confidentiality must be maintained and information relating to individual students/families shared with staff on a strictly need to know basis.
- 11.6 **Referrals for Alleged Perpetrators of Sexual Abuse** – where a student is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator. The CAFAIT will advise whether or not a C2 needs to be completed by the school.
- 11.7 The DSL will record all concerns, discussions with the child, any decisions made, giving reasons and any other relevant documentation. This information is kept in the student's sensitive file in a locked cabinet in a locked office in room 106. A logbook is also kept in the same place with a chronological account of all child protection cases.
- 11.8 The DSL/Deputy DSL should follow up on a referral should the local authority not have made a decision within one working day. If after the referral the child's situation doesn't appear to be improving the DSL/Deputy DSL who made the referral should press for re-consideration to ensure their concerns have been addressed.
- 11.9 If Early Help is appropriate a DSL will liaise with other agencies where appropriate.

12 Record Keeping

- 12.1 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 DSL. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. **Staff should not take photographs of injuries.**
- 12.2 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
- 12.3 Written records of concerns about children must be kept securely for 10 years even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to CAFAIT, consideration should be given to the appropriateness of completing a CAF/SAF/First Response and making a referral for a *Team Around the Child* meeting.
- 12.4 All records relating to child protection concerns are kept in the student's sensitive file in a locked cabinet in the locked office in room 106 and will remain confidential. They do not form part of the student's educational records and are kept separate from other records.
- 12.5 A chronology will be kept at the front of individual students' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes. A separate file is also updated, noting actions and outcomes.

- 12.6 The quality of child protection records will be monitored by the Headteacher and Safeguarding Governor.
- 12.7 Where a child moves school, copies of child protection documentation will be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Headteacher or DSL will also telephone the Headteacher or DSL at the new school/college to raise awareness of child protection concerns, and that records are being transferred. Documents will be sent recorded delivery to the receiving school but a copy of the child protection file will be kept in the sensitive file for 10 years.

13 Reporting directly to child protection agencies

- 13.1 Staff should follow the reporting procedures outlined in this policy.
- 13.2 However, they may also share information directly with children's social care, police or the NSPCC if:
- the situation is an emergency and the DSL, deputy DSL, the head teacher and the chair of governors are all unavailable; and
 - they are convinced that a direct report is the only way to ensure the child's safety.

14 Allegations against Staff / Volunteers / Visitors

- 14.1 The school will contact the Local Authority Designated Officer (LADO), Deputy Head of Safeguarding & Quality Assurance on 01225 396810 or the Head of Safeguarding & Quality Assurance on 01225 396974 within one working day (Working Together 2015) of receiving an allegation against a member of staff. This will be followed by referral form (Appendix 5) which must be used when referring an allegation made against a member of staff to the LADO. It is not the role of the head teacher, DSL or anyone else to carry out their own internal investigation unless the LADO advises that this is the course of action to follow and confirms this by email.
- 14.2 A flowchart which sets out how allegations against staff will be managed (Appendix 4) is displayed in the admin corridor.
- 14.3 Staff and volunteers must report an allegation about a member of staff without delay to the Headteacher. Once an allegation against a member of staff has been made, discussions must begin with the LADO.
- 14.4 Where the allegation is against the Headteacher, the member of staff/volunteer must either contact the Chair of Governors or the LADO, above. If contacted with regard to an allegation against the Headteacher, the Chair of Governors will follow the LA *"Guidance for Chairs of Governors Dealing with Child Protection Allegations against the Headteacher"* and contact the Senior HR Consultant for consultation.
- 14.5 As above an allegation must not be discussed with the alleged perpetrator or other members of staff or governors, unless advised to do so by a LADO.
- 14.6 Any referrals made to the LADO regarding allegations against staff shall be made using the B&NES Managing Allegations Referral Form (Appendix 5).

- 14.7 The school is legally obliged to make a referral to the Disclosure and Barring Service (and NCTL for teachers) if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children
- 14.8 The school's *Code of Conduct for Staff* Policy sets out our expectations of staff which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the policy annually.

15 If staff have suspicions about a colleague

- 15.1 Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle-blowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues must be reported.

16 Staff who are the subject of an allegation

- 16.1 When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended as a neutral act where this is deemed to be the best way to ensure that children are protected.

17 Allegations of abuse made against other children

- 17.1 Staff should recognise that children are capable of abusing their peers. This can be abuse online (for example, sexting/cyberbullying), physical (for example, being physically touched/assaulted or student's being subject to initiation/hazing) or emotional abuse (name calling/isolated from a group). All these are forms of abuse and staff should ensure that this is never tolerated or passed off as 'banter' or 'part of growing up'.
- 17.2 All incidents of peer on peer abuse will be investigated and dealt with following the school's Positive Behaviour for Learning, Anti-bullying and E-safety policies.
- 17.3 Victims of peer on peer abuse will be given additional support either internally or through the use of external agencies (e.g. Off the Record, CAMHS, Relate, The Greenhouse Project).

18 Parental Involvement

- 18.1 This school is committed to helping parents/carers understand its responsibility for the welfare of all students.

- 18.2 Parents / carers of students new to the school will be made aware that they can access the full child protection policy on the school's website.
- 18.3 Concerns will be discussed with parents/carers. Where a referral is needed, the DSL will inform the parents/carers before making the referral, unless to do so may place the student at increased risk of significant harm. A lack of agreement to the referral should not stop a referral going ahead.
- 18.4 The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. Where a referral is needed, the DSL should inform the parent/carers of the referral before passing onto Social Care. However, a lack of agreement should not stop a referral going ahead. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

19 Roles and responsibilities

- 19.1 The DSL must be a member of the senior leadership team and shall coordinate child protection arrangements and this person is named in this policy.
- 19.2 The school has ensured that the DSL:
- 19.2.1 is appropriately trained
 - 19.2.2 acts as a source of support and expertise to the school community
 - 19.2.3 has an understanding of LSCB procedures
 - 19.2.4 keeps secure written records confidentially of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
 - 19.2.5 refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure
 - 19.2.6 notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
 - 19.2.7 ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
 - 19.2.8 attends and/or contributes to child protection conferences in accordance with local procedure and guidance
 - 19.2.9 coordinates the school's contribution to child protection plans
 - 19.2.10 develops effective links with relevant statutory and voluntary agencies
 - 19.2.11 ensures that all staff sign to indicate that they have read and understood this policy and all others that form a suite of safeguarding policies
 - 19.2.12 ensures that the child protection policy is updated annually
 - 19.2.13 liaises with the nominated governor and Headteacher as appropriate
 - 19.2.14 keeps a record of staff attendance at child protection training.
- 19.3 The **Deputy DSLs** shall be appropriately trained and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, a deputy DSL will assume all of the functions above.
- 19.4 The **governing body ensures** that the school has:

- 19.4.1 a nominated governor for child protection and safeguarding with responsibilities defined in the role specification;
 - 19.4.2 fulfilled its statutory duties with regard to child protection, as detailed in any Safer Recruitment in Education Guidance and Keeping Children Safe in Education 2016;
 - 19.4.3 a DSL who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic and advanced child protection training;
 - 19.4.4 a safeguarding and child protection policy and procedures in place being known to all members of staff, and up-dated annually and made available to parents through the school website;
 - 19.4.5 procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher. The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher;
 - 19.4.6 safer recruitment procedures that include the requirement for appropriate checks in line with national guidance;
 - 19.4.7 a training strategy that ensures all staff, including the head teacher, receive child protection training, with refresher training at three-yearly intervals. The DSL and Deputy DSLs will receive refresher training at two-yearly intervals;
 - 19.4.8 arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection;
 - 19.4.9 completed the school safeguarding annual audit, in partnership with the nominated governor for safeguarding. A copy of this report must be sent to the Head of Safeguarding on completion;
 - 19.4.10 upon completing the annual audit, or through on-going monitoring, and where weaknesses are identified a procedure to address them explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions;
- 19.5 The governing body controls the use of school premises both within and outside of 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 Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.
- 19.6 The governing body must ensure that all staff read and are familiar with Part One: Safeguarding Information for all staff (see Appendix 1) in Keeping Children Safe in Education 2016. They will also ensure that all staff understand and discharge their responsibilities as set out on Part One of this Guidance.

19.7 The head teacher:

- 19.8 ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- 19.9 allocates sufficient time and resources to enable the DSL and deputy DSLs to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;

- 19.10 ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures;
- 19.11 ensures that child's safety and welfare is addressed through the curriculum.

20 Training

- 20.1 All staff must read and are familiar with Part One: Safeguarding Information for all staff (see Appendix 1) in Keeping Children Safe in Education 2016.
- 20.2 The DSL and deputy DSLs will receive multi-agency child protection training every 2 years and undertake refresher training on specific issues as required.
- 20.3 All staff, both teaching and support, will be provided with child protection training on a regular basis, at least every 3 years (minimum). In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 20.4 Visitors, volunteers and temporary staff will be made aware of basic information in respect of the school's child protection procedures, including the name of the DSL and Deputy DSLs and be issued with the document *"Safeguarding Children Procedures – An information leaflet for volunteers and visitors to the school"*.
- 20.5 The DSL will have undertaken Trainers the trainers course and induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within the school and ensure they receive appropriate training.
- 20.6 Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.
- 20.7 The DSL and the deputy DSL will keep up to date with local and national advice and guidance on child protection, and attend such additional training as is necessary to effectively fulfil their roles at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- 20.8 Training records are kept up to date, recording the date, focus and level of training received by individuals. This information is kept within the Single Central Record.

21 Safer Recruitment

- 21.1 Oldfield School endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education together with the school's individual procedures.
- 21.2 Safer recruitment means that all job applicants will:
 - a. complete a standard application form
 - b. provide two referees, both of whom can comment on the applicant's suitability to work with children (referees will be spoken to on the telephone after a written reference has been received)
 - c. provide evidence of identity and qualifications
 - d. have a DBS check as appropriate to their role

e. be interviewed.

21.3 Points b-e apply to agency staff and volunteers at the school.

20.4 All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the Safeguarding and Child protection policy (see: Appendix 2).

22 Extended school and off-site arrangements

22.1 Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

22.2 When our children attend off-site activities, the DSL will oversee that the organisation has effective child protection arrangements in place.

23 E-Safety

23.1 Most of our students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

23.2 Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites whilst in school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home and we will ensure that students are educated about e-safety through assemblies and the PSHE curriculum.

23.3 The school has a duty to ensure that students are not able to access information that may lead them to be drawn into terrorism. All staff have a duty to follow the guidance as laid out in the Prevent Duty 2015 and report any suspicions they may have to the DSL. The DSL will then contact Channel as outlined in the Counter Terrorism and Security Act 2015 following local established procedures.

24 Additional Support for Students

24.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.

- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The Positive Behaviour for Learning policy is aimed at supporting vulnerable student in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.

25 Child Protection Issues During Building Works

- 25.1 Where building works are undertaken the Governing Body must assess and seek to control safeguarding risks to students.
- 25.2 It is vital that all safeguarding measures employed are proportionate to the risk; are specific to the circumstance that exists and are 'deliverable' in practice.
- 25.3 Construction works on site must be undertaken in compliance with current Health and Safety legislation. Health and Safety issues must be assessed and addressed for all construction works and this works 'hand in hand' with safeguarding of children. The issue of Child Protection and safeguarding must be included in all construction works specifications/instructions alongside all other Health and Safety issues.
- 25.4 The DfE guidance *Safeguarding Children and Safer Recruitment in Education 2015* confirms this principle of partnership between Health and Safety and Child. Children should not be allowed in areas where builders are working, for health and safety reasons, so these workers should have no contact with children. However, the school should ensure that arrangements are in place with contractors, via the contract where possible, to make sure that any of the contractors' staff that come into contact with children undergo appropriate checks.
- 25.5 DBS checks are not required if the contractor does not have access to areas where unsupervised contact with children is possible. DBS checks are required on anyone who is likely, through the normal course of their work, to have unsupervised contact with children. Construction staff would never be expected to be alone with children. Their work will be contained within a specifically demarcated area of the school to which students have no access at any time. They should be expected to sign in on arrival and have clearly visible identification at all times. Where contractors need to work in other areas of a school, this must be agreed in advance with the Headteacher and managed appropriately and reasonably. Casual visitors that need access to the school should sign a visitors book, wear an identification badge and be accompanied by a member of staff for the duration of their visit. Such visitors might include surveyors, utilities representatives, etc.
- 25.6 In assessing a safeguarding risk to children during building works on a school site the key issues to assessed are:
- Contact between contractors and children, and
 - The extent of the contact.
- 25.7 All building contracts and their associated Child Protection risks must be assessed individually. Issues such as location, timing, extent of separation, supervision, numbers of persons on site, past knowledge, school management systems, construction management systems, numbers of students, layout etc. will all impact on the specific risk and the control measures possible to

manage the risk. The adequate consideration of the issues and control measures suitable for the specific project requires a Child Protection Risk

- 25.8 All visitors to site will need to comply with the school's Child Protection policies and procedures and the school will need to ensure this information is advised and made available to contractors and consultants alike.
- 25.9 Oldfield School has issued a Code of Conduct for Contractors (Appendix 6) undertaking work on its premise.

26 Confidentiality and sharing information

- 26.1 All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.
- 26.2 Staff should only discuss concerns with the designated person, Head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- 26.3 Child protection information will be stored and handled in line with Data Protection Act 1998 principles.
- 26.4 Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.
- 26.5 Every effort will be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.
- 26.6 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 child or parent to see child protection records, they should refer the request to the Head teacher.
- 26.7 The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Appendix 1

Confirmation Of Receipt Of Safeguarding Children And Child Protection Policy 2016

Name: _____

Date of joining school: _____

Post held in school : _____

Date of Safeguarding and Child Protection induction: _____

Name and designation of staff member responsible for induction: _____

I confirm that I have received and read the school's Safeguarding Children & Child Protection Policy.

I confirm that I have read and understood **Part One of Keeping Children Safe in Education September 2016.**

This guidance can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping children safe in education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

I have been made aware of my duty to safeguard and promote children's welfare.

The procedure for reporting concerns about a child has been explained to me.

Print Name: _____

Signature: _____

Date: _____

Please sign and return this form to the designated safeguarding lead:

Mrs Sarah Mills

Appendix 2

Child Protection Incident/Welfare Concern Form

- Complete this form:
 - to record any concern about a child’s welfare, or;
 - if you suspect the child may be suffering abuse or neglect;
 - if you have received a disclosure of abuse from a child,
 - if you have heard about an allegation of abuse;
- Pass this form immediately to the DSL: Sarah Mills without delay.

Part A: For use by any staff

Student’s name			
Student’s date of birth		Tutor group	
Date of writing		Time of writing	
Date of incident		Time of incident	
Details of the incident			
Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Offer an opinion where relevant (how and why this might have happened). Substantiate the opinion. Attach a body map or other information, if appropriate.			
Please continue on a separate sheet if necessary.			
Reporting staff member’s name (PRINT)		Job title	
Reporting staff member’s signature		Date	
Pass this form to the Designated Safeguarding Lead Mrs Sarah Mills, without delay			

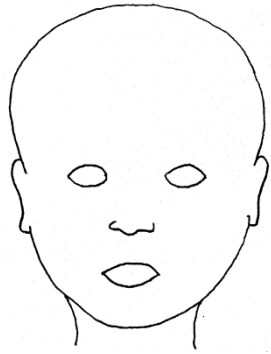
Part B: for use by the Designated Safeguarding Lead

Date of receipt by DSL		Time of receipt by DSL	
Response to the incident/concern Note any advice sought (date, time, name, role, organisation and advice given). Actions taken, including names of anyone to whom your information was passed.			
Outcomes Record outcomes of the actions taken.			
Designated Safeguarding Lead's name			
Designated Safeguarding Lead's signature		Date	

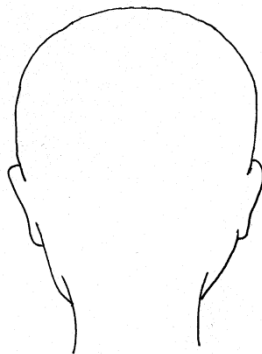
Appendix 3

Body Map

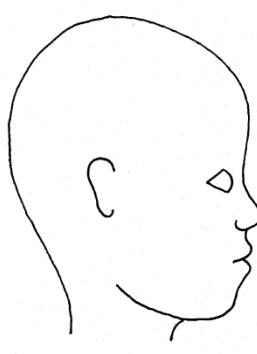
Student's name		Student's date of birth	
Date of incident		Person completing body map	



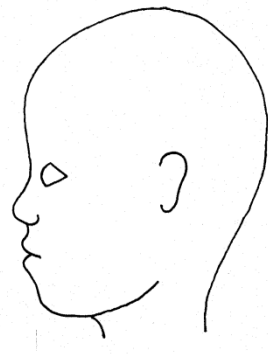
FRONT



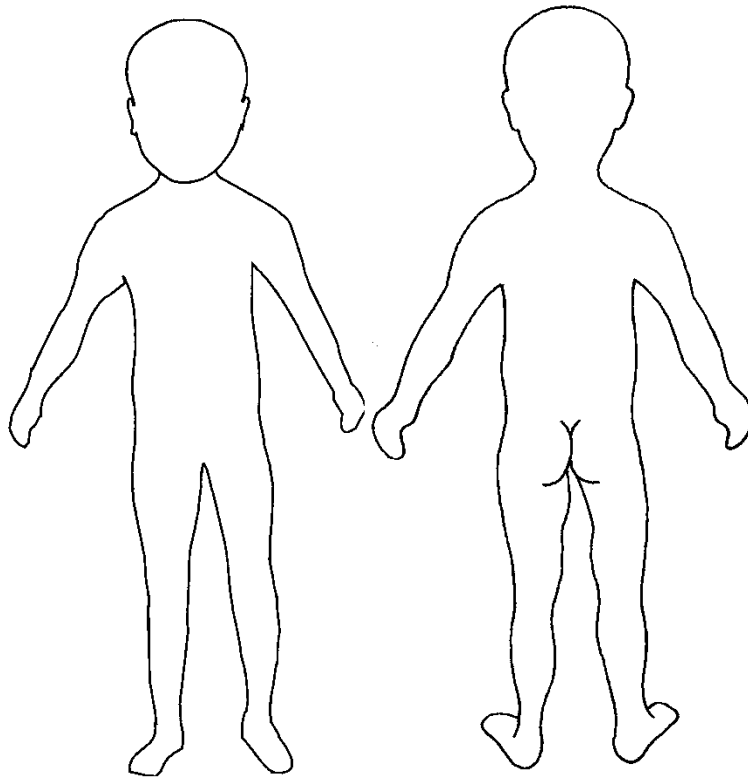
BACK



RIGHT

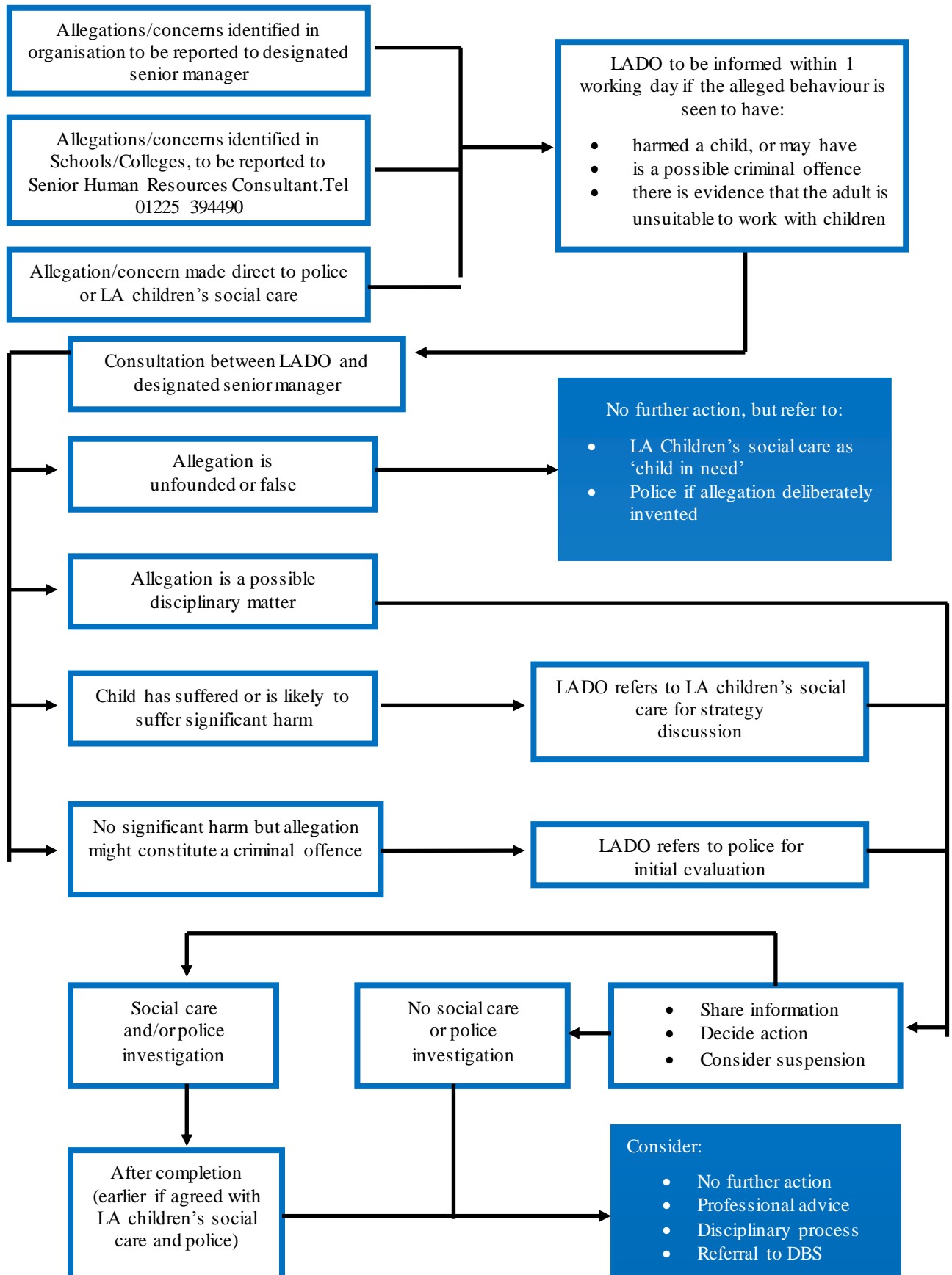


LEFT

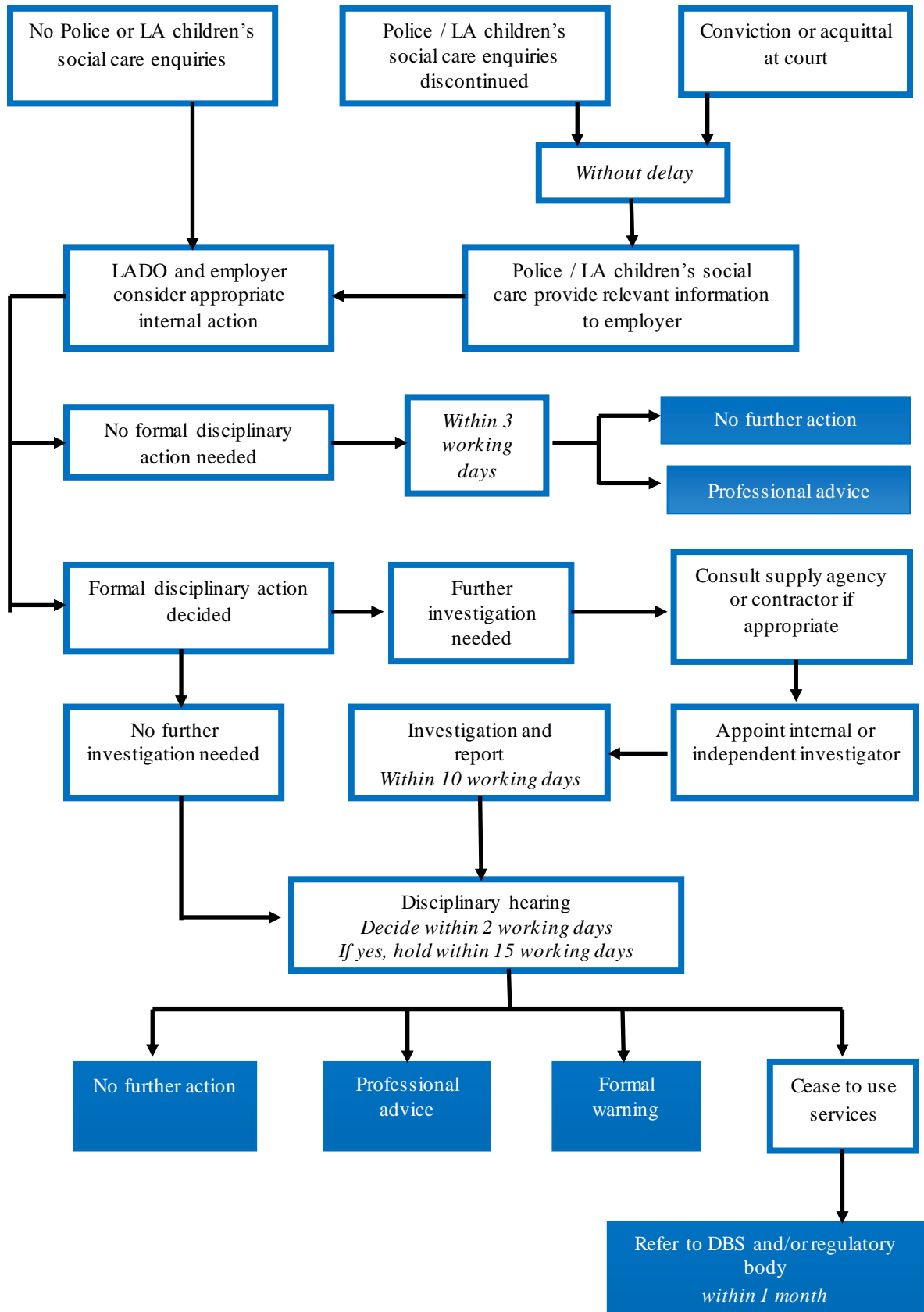


Allegations / concerns process flowcharts

Child Protection Process



Allegations / Concerns Against Staff Disciplinary / Suitability Process



Managing Allegations Referral Form

	Referred on	
Name of referring organisation		
Referrer's Name and Contact Details		

Details of Member of Staff/Volunteer against whom the allegation is being made			
Full Name		DoB	
Gender		Ethnicity	
Post Held		Disability?	
Home Address		Status	
Previous concerns?			

Details of Child(ren) involved			
Full Name		DoB	
Gender		Ethnicity	
Home Address			
Parent's Name			
Child in Care?		If Yes, child placed by B&NES or other LA	

Details of Alleged Incident	
Date and Time of incident	
Place of Incident	
Brief circumstances of incident – to include any precipitating factors or injuries	
Names of Potential Witnesses	
Any other agencies informed/involved	
Any other information	

Nature of Allegation			
Category:	Physical	If Physical:	N/A
Was Technology involved?	Yes	If yes what type?:	

Signed by Referrer	
Date	

Please return to: Mark for the attention of Mel Argles, Bath & North East Somerset Council, PO Box 25, Riverside, Temple Street, Keynsham, Bristol BS31 1DN or email Safeguarding.administrationteam@bathnes.gcsx.gov.uk

Appendix 6

Child Protection Code of Conduct
When Undertaking
Construction Works at Schools

The building contractor named below will comply with this Code of Conduct, will induct all staff working on the site, include the Code in the Construction Phase Health and Safety Plan and/or Method of Work Statements and display it in office and welfare facilities on site.

CODE OF CONDUCT

The contractor, its staff, sub-contract staff and its visitors to the building site undertake to;

1. Observe this Code at all times.
2. Stay within the confines of the agreed site or work area.
3. Sign-in each day (either in site hut or at school reception as agreed).
4. Obtain consent from the Headteacher if access is required outside the area of work (which may also require a formal review of the Child Protection Risk Assessment).
5. Use only the agreed access routes.
6. Obtain consent from the Headteacher if alternative access routes are required (which may also require a formal review of the Child Protection Risk Assessment).
7. Avoid contact with children.
8. Never come into contact with children without school supervision.
9. If spoken to by a child please be polite but do not enter into lengthy conversation and do not engage children in conversation.
10. Do not engage in any physical contact with a child (it could easily be misinterpreted or misconstrued).
11. Do not use inappropriate language on site.
12. Dress appropriately: no bare chest, no inappropriate imagery or wording on T-shirts, etc.
13. Keep staff informed of where you are and what you are doing.
14. Report any matters out of the ordinary / of concern to the site manager, immediately, (site manager to inform the Headteacher or member of the school leadership team).
15. Do not give your address or telephone number to children.
16. Do not arrange to meet / contact children either inside or outside school.
17. Do not offer to buy or sell items to children.
18. Do not bring alcohol or cigarettes onto the school site.
19. Do not join in/play games with the children.
20. Do not share food and drink with the children.
21. Remember that your actions, no matter how well-intentioned, could be misinterpreted.

Name:.....

Signed:.....

Organisation:

Dated:

Appendix 7

Child Protection Incident/Welfare Concern Form INCIDENT OF SELF-HARM

- Complete this form:
 - if you suspect the child may have or might be about to self harm;
 - if you have received a disclosure of self harm from a child,
 - if you have heard about a student self-harming;
- Pass this form immediately to the DSL: Sarah Mills without delay.

Part A: For use by any staff

Student's name			
Student's date of birth		Tutor group	
Date of writing		Time of writing	
Date of incident		Time of incident	
Details of the incident			
<p>Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Offer an opinion where relevant (how and why this might have happened). Substantiate the opinion. Attach a body map (Appendix 3) or other information, if appropriate.</p>			
Please continue on a separate sheet if necessary.			
Reporting staff member's name (PRINT)		Job title	
Reporting staff member's signature		Date	
Pass this form to the Designated Safeguarding Lead Mrs Sarah Mills, without delay			

An electronic copy of this form can be found at: [RMStaff/Pastoral/Child Protection/Child Protection Incident Welfare Concern Form.docx](#)

Part B: for use by the Designated Safeguarding Lead

Date of receipt by DSL		Time of receipt by DSL	
<p>Action take in response to the incident/concern Note any advice sought (date, time, name, role, organisation and advice given). Actions taken, including names of anyone to whom your information was passed.</p>			
<p>Decision made with respect to contacting parents (reasons for the decision)</p>			
<p>Recommendations/outcomes Record outcomes of the actions taken</p>			
Designated Safeguarding Lead's name			
Designated Safeguarding Lead's signature		Date	

Appendix 8

Early Help

As a school we are committed to the LSCB's offer of Early Help to address the early identification of risk and the prevention of harm to our students. Outlined below are some of the strategies, systems and procedures we have in place to safeguard our students around some specific aspects of safeguarding.

Included within our early support:

- Liaison with local authority drugs screening agencies
- Referring students to specialist support for bereavement.
- Referral to the School Nurse.
- Liaison with local GPs to support referrals to CAMHS.
- Liaison with BANES Children Missing in Education
- Full time Education Welfare Officer.
- Liaison with family support services.
- Managed moves
- Liaison with police where welfare enquiries are required.
- Mentoring support for those presenting anti-social or criminal behaviour through Compass or Mentoring Plus.
- Youth Connect or Careers advice for students who are at risk of NEET.
- Leaflets for parents / staff / students on supporting students with self harm / cyberbullying / sexting
- Use of the CSE screening tool.
- Support from the school's Inclusion and Pastoral Support Workers.
- Multi-agency meetings.
- PSHE lessons covering mental health and substance abuse delivered by specialists who offer follow up support as needed.
- CAFs (BANES)
- SAFs (South Glos)
- Anti-bullying team work throughout the year.
- Signposting parents and students to agencies.
- Designated Teacher for Looked After Children
- Use of the PSHEU survey to identify patterns and coordinate intervention linked to demand.

Appendix 9

Supplementary Information

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites. In addition Annex A of Keeping Children Safe in Education contains additional information about specific forms of abuse and safeguarding issues.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

Useful Websites

- The NSPCC whistleblowing helpline help@nspcc.org.uk
- Childline <https://www.childline.org.uk>
- Mind Ed <https://www.minded.org.uk/>
- The Prevent Duty <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Supporting students about self-harm

Young Minds – www.youngminds.org

Tel: 0808 802 5544

Papyrus HOPELine UK – www.papyrus-uk.org

Tel: 0800 068414

National self-harm Network – www.nshn.co.uk

Supporting students online

- www.thinkuknow.co.uk
- www.disrespectnobody.co.uk
- www.saferinternet.org.uk
- www.internetmatters.org
- www.childnet.com/cyberbullying-guidance
- www.pshe-association.org.uk
- educateagainsthate.com
- www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation