



Part of the



Safeguarding and Child Protection Policy

Review

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Ratification

Role	Name	Signature	Date
Chair of Trustees	James Wetz		29 October 2020
Previous Head Teacher	Ruth Glover		September 2020
Head Teacher	Nicola Forder		January 2021

Details of Policy Updates

Date	Details
19/01/2021	Update to reflect appointment of new Head Teacher
01/09/2020	Updated and re-written to reflect COVID-19, new statutory guidance Keeping Children Safe in Education, and for ease of reading

You are advised that a printed version may not be the latest available version. The latest version, which supersedes all previous versions, is available on the shared drive. Those to whom this policy

applies, are responsible for familiarising themselves with the latest version and for complying with the policy requirements at all times.

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PART 1: POLICY

1.1 Definitions

Safeguarding is defined as:

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

Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering, or is likely to suffer significant harm. Under statutory guidance and legislation, action must be taken to safeguard and promote the child’s welfare.

1.2 Introduction

At the **Bristol Steiner School**

- Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
- We take an ‘**it can happen here**’ approach where safeguarding is concerned.
- **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Bristol Steiner School is committed to safeguarding and promoting the welfare of young people and vulnerable adults. We believe the welfare of the child is paramount and that no child should suffer harm of any form, either at home or at school. Everyone who works at or visits our school has the responsibility to make sure all our children are safe.
- Erika Taylor, teacher is the Designated Safeguarding Lead (DSL) for the School. In Erika’s absence, her duties will be carried out by Nicola Forder and Jess Dawson, the Deputy DSLs for the School. In the absence of both the DSL and the Deputy DSLs, the DSL will be the most senior member of staff on duty. The Designated Safeguarding Trustee (DST) is James Wetz who is also the Chair of Trustees.
- Any member of staff who has any concern relating to the abuse of children must make a written record of it using the Safeguarding Concern Form. All child welfare records are kept in one central and secure location, separately from general information kept about the child. All records about allegations about staff are kept by the DSL in a central and secure location and separate from personnel records.

- When reporting, staff should supply the DSL with the written record of their concern by sharing the Safeguarding Concern Form, and a verbal account of what happened which can allow the DSL to ask specific questions as necessary.
- After reporting, possible options for action could be: carry on recording incidents; discuss with parents; refer to First Response or other agencies for help. If the referral requires an immediate response within 4 hours, the emergency services should be contacted. The parents should be informed if it is believed that doing so puts the child at no further risk. An 'anonymized enquiry' can be made, which allows staff to discuss the family with external agencies without identifying them. Details of any discussions and any actions agreed must be recorded.
- Staff may be the first people to recognise that the child may need immediate attention resulting from abuse. Depending on the situation staff may need to directly telephone for an ambulance or the police, or arrange for the child to see a doctor as soon as possible.
- Anyone with safeguarding concerns can call refer directly to: First Response: 0117 903 6444 or the Emergency Duty team (out of hours): 01454 615 165 or the Emergency Services: 999. If the child already has an allocated Social worker, call the local social care office (North Duty Team Ridingleaze, Laurence Weston 0117 903 8700, East/Central Duty Team Welsman, St Paul's 0117 903 6500, South Duty Teams Broadwalk Knowle 0117 903 1414 and Symes House, Hartcliffe 0117 353 2200).
- Concerns and allegations about a member of staff or volunteer should be directed to the DSL, or directly to the Local Authority Designated Officer (LADO) for Bristol, Nicola Laird: 0117 903 7795 nicola.laird@bristol.gov.uk. Concerns about the DSL and/or the DST should be directed to the Chair of Trustees, or if necessary, directly to the DSO or LADO.

The Bristol Steiner School is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn;
- Acting on concerns about a child's welfare immediately;
- Fulfilling our legal responsibilities to identify children who may be in need of early help or who are suffering, or are likely to suffer, significant harm.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or 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 are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

All action taken by the Bristol Steiner School will be in accordance with:

- **Current legislation** (these are summarised within [Working Together to Safeguard Children: statutory framework](#)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722307/Working_Together_to_Safeguard_Children_Statutory_framework.pdf)

- **Statutory, national and local guidance – this includes:**
 - **Working Together to Safeguard Children (2018)**, which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition it sets out the statutory roles and responsibilities of schools.
- **Keeping Children Safe in Education (2020)**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>) is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- **Local Guidance from the Local Safeguarding Partnership:** around particular safeguarding topics are available on the [Keeping Bristol Safe Partnership Website](https://bristolsafeguarding.org/policies-and-guidance/) (<https://bristolsafeguarding.org/policies-and-guidance/>).
- **Government guidance issued in relation to COVID19.** The full collection is available on the [government website](https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19) (<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>). The Bristol Steiner School have created an addendum to this document to reflect changes made during lockdown or in the event of a further lockdown. These are accessible via the web site and from the school office and Appendix

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

- *Recruitment and Selection*
- *Whistleblowing and Public Interest Disclosure*
- *Code of Conduct for Staff/ Staff Behaviour Policy*
- *Anti-Bullying*
- *Peer on Peer Abuse*
- *Behaviour*
- *E-Safety*
- *Self-Harm*
- *Policy on Supporting Children in Care*
- *Attendance (including the safeguarding response to children who go missing from education)*
- *Health and Safety*
- *Admissions*
- *Absence*
- *Complaints*
- *Curriculum*
- *Equalities*
- *Finance*
- *Lettings*
- *Parent Prospectus*
- *Staffing*

1.3 Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under **The Bristol Steiner School's** equality statement. **These are available on our website.**

We adhere to both the [Bristol Equality Charter \(https://www.bristol.gov.uk/people-communities/bristol-equality-charter\)](https://www.bristol.gov.uk/people-communities/bristol-equality-charter) and [Bristol Children's Charter \(https://news.bristol.gov.uk/news/bristol-launches-first-city-wide-pledge-to-children\)](https://news.bristol.gov.uk/news/bristol-launches-first-city-wide-pledge-to-children) with a view to contribute towards the [One City Plan \(https://www.bristolonecity.com/wp-content/pdf/BD11190-One-City-Plan-web-version.pdf\)](https://www.bristolonecity.com/wp-content/pdf/BD11190-One-City-Plan-web-version.pdf).

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND).

1.4 Overall Aims

This policy will contribute to the safeguarding of children at the Bristol Steiner School by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, children and their families;
- Contributing to the establishment of a safe, resilient and robust safeguarding culture in the setting built on shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice, and are listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with children, parents and other agencies in the Local Safeguarding Partnership.

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

The Bristol Steiner School aims to:

- provide a nurturing environment for children to learn and grow in, safe from harm;
- support children's development in ways which will foster a sense of self esteem and independence;
- ensure that safeguarding services will be equally available and accessible to all members of our school community, irrespective of age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity;
- be aware of the specific needs of and risks facing children with special educational needs, young carers and other vulnerable groups in our care;
- develop skills to listen to the 'voice of the child' and the policies and procedures that ensure that we are truly engaging in child-centred practice;
- always be mindful that 'it could happen here' and be alert to the possibilities of child abuse;
- identify and respond to children in need of early intervention, support and/or protection;
- ensure promptness, transparency and consistency within our safeguarding practice;
- ensure that everyone who works or volunteers for us is safe to work with children and has the skills and confidence to safeguard children;
- ensure that all concerned in cases of child abuse, including children, their families, suspects and perpetrators, are treated with respect and accorded full civil and legal rights;
- support our designated safeguarding staff members and governors to have the skills and confidence to manage appropriate safeguarding pathways;
- work in partnership with parents, social care, the police and other services;
- keep all parties fully informed and appropriately involved in decision-making;
- always ensure appropriate confidentiality and information sharing when safeguarding children.

The Bristol Steiner School is named as a relevant agency in the Local Safeguarding Partnership. This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Keeping Bristol Safe Partnership.

1.5 Professional expectations, roles, and responsibilities

Role of all staff -

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2020). Those working directly with children will also read Annex A.
- In addition to this all staff will be aware of the systems in place which support safeguarding including; reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and any deputies, the Chair of Governors, and the Governor responsible for safeguarding.

- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
 - who need a social worker and may be experiencing abuse or neglect
 - requiring mental health support,
 - may benefit from early help
 - where there is a radicalisation concern
 - where a crime may have been committed
- Be clear as to the setting's policy and procedures with regard to peer on peer abuse, children missing education and those requiring mental health support.
- Be involved, where appropriate, in the implementation of individual plans to further safeguard and achieve best outcomes for learners.
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- Are aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

Role of the Designated Safeguarding Lead (DSL) -

Duties are further outlined in Keeping Children Safe in Education (Annex B)

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the school.
- Activities include the management of work undertaken by any Deputy DSLs.
- Manages early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manages referrals to local safeguarding partners where learners with additional needs have been identified. These can include those –
 - who need a social worker and maybe experiencing abuse or neglect
 - requiring mental health support,
 - who may benefit from early help
 - where there is a radicalisation concern
 - where a crime may have been committed

The DSL will also:

- Work with others – acting as a point of contact for outside agencies with regard to safeguarding.
- Support and advise other staff in making referrals to other agencies
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training for all those in section 5, in line with section 6 of this document.
- Raise awareness and understanding to the school community around policies and practice in relation to safeguarding.

- Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
 - know who these children are,
 - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort;
 - are supported to identify the challenges that children in this group might face
 - make reasonable adjustments so that they act to best support these children.
- Ensure a prompt and successful transfer of the Safeguarding/Child Protection File when a learner moves on to a new setting.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.

The school has designated Erika Taylor as the Designated Safeguarding Lead (DSL) for the School. In Erika's absence, Nicola Forder (Head teacher) and Jess Dawson (Early Years Lead), the Deputy DSLs for the School, will carry out her duties. In the absence of both the DSL and the Deputy DSL, the DSL will be the most senior member of staff on duty.

Role of the Head teacher -

The Headteacher of the Bristol Steiner school has a key role in overseeing the safeguarding procedures of the School. Specifically the duties of the Head teacher include:

- overseeing the budgetary allocations for Safeguarding;
- dealing with allegations and complaints about staff;
- overseeing the work of the DSL and the Deputy DSL;
- coordinating eSafety for the School;
- managing Risk Assessments for the School, including those undertaken for Outings and other activities (with the SMT).
- Head teachers should ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

Role of the Governing Body –

Duties are further outlined in Keeping Children Safe in Education Part 2.

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility.

- Ensure that safeguarding and child protection practice, process and policy (including online safety) is effective and is compliant with legislation, statutory guidance and local safeguarding arrangements.
- The appointed Safeguarding Governor will liaise with the Head Teacher/Principal and the DSL to produce an annual report for governors and complete the S. 175 (annual safeguarding) audit for the Keeping Bristol Safe Partnership;
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay;
- Ensure that this document is updated annually (or when there are significant updates)

- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time and resourcing to carry out their roles.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding including online safety.
- Prevent people who pose a risk of harm from working with children by ensuring that statutory checks are made on staff who work with children.
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against staff.
- Ensure that systems are in place for children to express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to peer on peer harm and mental health concerns.
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.

The Chair of Trustees has the responsibility of contacting the Local Authority Designated Officer directly if there is an allegation of abuse made against the DSL.

The Designated Safeguarding Trustee (DST) is James Wetz.

Designated Teacher (DT)

Currently the DSL also works as the DT for the Bristol Steiner School. The DT has a leadership role in promoting the educational achievement of Children in Care (CIC) in the School. The DT should make a positive difference by promoting a culture where the personalised learning needs of every child in Care matters and their personal, emotional and academic needs are prioritised. The DT for the School should have lead responsibility to:

- support staff to understand the things which can affect how CIC learn and achieve;
- contribute to the development and review of policies to ensure that they do not unintentionally put CIC at a disadvantage;
- make sure, in partnership with other staff, that there are effective and well understood procedures in place to support a CIC's learning;
- promote a culture in which CIC are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, are supported to take responsibility for their own learning, and where they can succeed and aspire;
- make sure that CIC are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support;
- promote good home-school links through contact with the child's carer;
- have lead responsibility for the development and implementation of the child's Personal Education Plan.

With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

e-Safety Coordinator-

The e-Safety Coordinator for the School will be the Headteacher. The duties of the eSafety Coordinator are:

- reviewing the eSafety policy and procedures;
- providing the first point of contact and advice for School staff, trustees, pupils and parents about eSafety matters;
- liaising with the School's IT supplier to ensure they are kept up to date with e-Safety issues and to advise of any new trends, incidents and arising problems to the Senior Management Team (SMT) and trustees;
- raising the profile of e-Safety awareness with the School by giving advice and ensuring access to training and relevant E-Safety literature when appropriate;
- ensuring that all staff are aware of eSafety policies at Induction and in particular the procedures that need to be followed in the event of an E-Safety incident taking place;
- maintaining a file of internet related incidents and co-ordinate any investigation into breaches; all incidents must be recorded using a Safeguarding Concern form;
- meeting regularly liaising with the SMT and Trustees to discuss current issues and review incident logs;
- liaising with the Local Authority and other eSafety meetings as necessary; and
- assessing, as far as is reasonably practicable, the impact and risk of emerging technology (eg. a new social networking website).

These duties may be delegated to the Designated Safeguarding Lead (DSL) and Admin Manager as appropriate.

1.6 Safeguarding training for staff

All staff:

- Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection training at induction.
- Will receive appropriate safeguarding and child protection training, which is regularly updated.
- All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- All staff must complete PREVENT awareness training. This is to ensure that they are able to comply with the legal expectations under the PREVENT duty.
- In addition, **all** staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively (KCSIE, 2020).

- Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

Training for DSLs and deputies:

- Will undergo formal training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.
- Deputies will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the Keeping Bristol Safe Partnership to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings and take time to read and digest safeguarding bulletins.

Other training considerations:

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding topics in Annex A (including online safety) will be integrated, aligned and considered as part of the overarching safeguarding approach.
- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

1.7 Safeguarding in the curriculum

The Bristol Steiner School is dedicated to ensuring that learners are taught about safeguarding, including online safety. This is part of a broad and balanced curriculum.

This includes:

- Working within statutory guidance in respect to Relationship and Health Education
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- Appropriate filters and monitoring systems are in place to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what learners can be taught with regard to online teaching and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the DSL and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Learners have the opportunity to inform the curriculum via discussions with the school council and student body.

BSS aims to establish and maintain an ethos where children feel secure and are encouraged to communicate, and are responded to. We will ensure all children have effective means of communication with more than one adult and we provide opportunities for individual or small group discussions about thoughts and feelings in an atmosphere of trust, acceptance and tolerance. Staff and volunteers should ensure that all children make good progress in our School, recognising that ineffective safeguarding can lead to underachievement. The delivery of the Early Years Foundation Stage promotes Personal, Social, Health and Emotional development in all children should ensure that children are both listened to and encouraged to talk about their feelings. Children should be taught how to recognise risks, how to respond to them, and an awareness of whom they can turn to for help. We will include in the curriculum, activities and opportunities which will equip children with the skills and knowledge they need to fulfil their potential.

1.8 Safer recruitment and safer working practice

Safer recruitment

The school pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2020)

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.
- References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- All recruitment materials will include reference to The Bristol Steiner School's commitment to safeguarding and promoting the wellbeing of learners.

Use of reasonable force

- 'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed'. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be taken into account.
- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013; Reducing the need for restraint and restrictive intervention, 2019).
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

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

Whistleblowing procedures

- Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:
- General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. (<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>) Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- The above channels are clearly accessible to all staff (in the staff handbook, code of conduct, staff notice boards).

1.9 Key safeguarding areas

In addition to the above, there are specific areas of safeguarding that the setting has a responsibility to address - these include:

- Children in the court system
- Child Exploitation – both Child Sexual Exploitation and Child Criminal Exploitation
- Domestic Abuse -
- Homelessness
- So-called Honour based Abuse including:
 - Female Genital Mutilation -
 - and Forced Marriage,
- Online Safety
- Mental health
- Peer on Peer Abuse:
 - Bullying and Cyberbullying,
 - Physical Abuse,
 - Sexual Violence, Sexual Harassment,
 - Sexting,
 - Up skirting.
 - Initiation and Hazing Type violence.
- Serious Youth Violence -
- Substance Misuse
- Preventing Radicalisation

- Private Fostering
- Young Carers

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (KCSIE) - Annex A and Annex C (2020); or the [NSPCC website - Types of Abuse](#).

PART 2: PROCEDURES & SAFEGUARDING INFORMATION

2.1 Reporting concerns

All staff are clear about recording and reporting concerns to the DSL and DSL deputies in a timely way. In the case a child is in immediate danger in staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in [Appendix B](#). This includes responses to peer on peer harm and children who present with a mental health need.

Recognising abuse and other concerns -

All staff have a key role in recognising any welfare concern they have about the children they work with, including suspected abuse. The quality of relationships staff develop with children is vital in helping to understand unexplained changes in behaviour and or personality. Small as well as more obvious unexplained changes may indicate a cause for concern. Effective safeguarding means that all welfare concerns need to be taken seriously. *Any* welfare concern that *any* staff member has about a child should be recorded and reported to the DSL.

Suspected abuse is extremely serious and should be reported to the DSL on the same day they are noted. Abuse is defined as: '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. They may be abused by an adult or adults or another child or children.' Working Together to Safeguard Children (2018)

Staff are not responsible for diagnosing or investigating abuse. However, they do have a clear responsibility to be aware of that all is not well with a child and to be able to recognise the signs and symptoms of abuse (concerns arising from the appearance and the behaviour of the child and/or the abuser). Not all concerns about children relate to abuse; there may well be other explanations or other welfare concerns that do not meet child protection thresholds. It is important that staff at the School keep an open mind and treat every concern with the utmost seriousness.

Although some signs and symptoms do not necessarily indicate that abuse is actually taking place, they may help adults recognise that something is wrong. The possibility of abuse should be reported if there are a number of these symptoms, or any of them to a marked degree. There are 4 recognised broad categories of abuse: Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect. A child may be subjected to a combination of different kinds of abuse. It is also possible that they may show no outward signs and hide what is happening from everyone. Staff need to be sensitive in particular to signs of abuse in children with limited or non-verbal communication as statistically these and other disabled children are more likely to be abused. Staff should be aware that behavioural difficulties in disabled children might not always be linked to their impairment, but to the possibility of abuse. Staff should also be made aware of any children who have social workers, or other children who are especially vulnerable (including children in care, newly adopted children, young carers and those with disabled parents) and be extra vigilant.

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General signs and symptoms for a number of types of abuse include:

- Behaviour changes: aggressive, challenging, disruptive, withdrawn, clingy, difficulty sleeping or bed wetting;
- Ill-fitting or dirty clothes;
- Poor hygiene;
- Makes strong efforts to avoid specific family members or friends without reason;
- Doesn't want to change clothes in front of others or participate in physical activities;
- Problems at school e.g. lack of concentration or appear tired and hungry;
- Talk of being home alone or with inappropriate carers;
- Reach developmental milestones late with no medical reason;
- Regularly missing from school or education;
- Reluctant to go home after school;
- Poor school attendance and punctuality, or who are consistently late being picked up;
- Drink regularly from an early age;
- Concerned for younger siblings without explaining why;
- Talk about running away;
- Shy away from being touched or flinch without explaining why;
- Parents who are dismissive and non-responsive to practitioners concerns; and
- Parents who collect their children when drunk, or under the influence of drugs.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

Disclosure -

Staff necessarily work towards forming positive and trusting relationships with the children in their care. At times this may mean that children feel that they can confide in them about aspects of their life that may cause staff concern for their general welfare. All staff should be alert to possible disclosure. The disclosure may be that they are feeling unsafe or are being abused – or it may be that they feel vulnerable in other ways. Effective safeguarding means that any welfare concern needs to be taken seriously and all staff have a role to play in this. *Any* concern that staff are made aware of should be recorded and reported to the DSL on the same day it is noted.

If the disclosure involves abuse, the matter is extremely serious and staff must take the following action:

- Stay calm.
- Listen to what the child is actually saying.
- Reassure them that they have done the right thing by telling you.
- Do not promise the child that this can be kept secret, as subsequent disclosure could then lead to them feeling betrayed. Explain that you must tell other people to keep them safe.
- Know that children rarely lie about abuse and indicate that that you are taking the matter extremely seriously (without saying you believe them).
- Reassure the child that the people who will be informed will be sensitive to their needs and will be looking to help protect them. Inform them that it will have to be passed on to the appropriate agencies.
- Do not interrogate the child, or push for more information. Ensure that any questions asked are open, not leading closed questions.
- Do not ask them to repeat what they have told you to another member of staff.
- Make a note of any conversations with the child, trying to make these as detailed as possible, including when and where the conversations took place.
- Report the disclosure to the DSL. The person to whom the disclosure was made should ensure that the child is informed about what will happen next, so they can be reassured about what to expect.

Recording -

Effective record keeping is essential to help us identify needs at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole that any general welfare or child protection concern becomes clear. Record keeping helps us monitor and manage our safeguarding practices and in any inspection it is vital evidence of robust and effective safeguarding practice. Any member of staff who has any kind of concern relating to the abuse of children must make an accurate record as soon as possible. Records should be written using the School's Safeguarding Concern Form (Appendix 1). If this is not easily available, however, staff may send a confidential email to the DSL. If an email is sent, staff must not put the child or family's heading in the subject line.

All child welfare records should be:

- clear, straightforward and avoid jargon
- concise
- accurate
- contemporaneous
- contextualised
- named in print and signed

- dated
- presented chronologically
- written as to differentiate between facts, opinion, judgments and hypothesis
- written with a mind that the subject of a record does have the right in law to request access to them at any stage.

The record should explain:

- What was seen in appearance and behaviour of the child: when and where (this includes a site map indicating the position of any bruises or marks, trying to indicate size, colour and shape)
- What was said by the child using the exact words used
- A note of any other people involved e.g as witnesses
- What the staff member thought and why they thought it
- What the staff member did; and
- Any other relevant information

The staff member should send the record of their concern to the DSL on the same day the concern is noted. The record can be the hard copy record and given directly in person, or sent by confidential email. The record must not be given to a third party or left in a public location to be delivered or picked up later by the DSL.

The DSL is responsible for keeping all child welfare records in one central and secure location (security protected online or in a locked location, with limited access to keys). These records should be kept separately from general information kept about the child. All records about allegations about staff should be kept by the DSL in a central and secure location and separate from personnel records.

All School child welfare records and records of allegations about staff should include:

- information focussing on the original concern;
- any judgments made, actions taken and decisions made by the DSL as a result;
- previous concerns if any;
- any child protection information received from previous schools or other agencies;
- an up-to-date case record of important events (a chronology);
- a record of involvement of any other agencies;
- a record (if appropriate) the child's or staff member's behaviour for as long as deemed necessary;
- a copy of any referral by the DSL to BCC Social Care;
- in the case of a child subject to a Child Protection Plan, notes of any child protection case conference or core group meetings etc;
- and if any information is removed from a file for any reason, a dated note must be placed in the file indicating who has taken it, why and when.

The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child or to enable them to carry out their own duties, but it should not be shared wider than that. Parents may have access to the records only by permission of the DSL (who may decide that it is in the interests of the child not to share them).

We should keep confidential records concerning child welfare during the time the child is involved with the School. Records of child protection concerns should be passed on to the child's primary school, separate from the main pupil file, unless there is an ongoing child protection plan or

concerns. In this case, the School should keep copies of the file until it is deemed appropriate (not longer than is necessary for the purposes of Child Protection, according to laws on Data Protection).

Details of allegations against staff that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future CRB Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation resurfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer. The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention.

Reporting and Referral -

If staff have **any concerns** about a child's welfare, they should act on them immediately.

Staff receiving disclosure of abuse or any other welfare concern, or noticing possible abuse must report their concerns to the DSL. If the abuse implicates the DSL, the concerns should be discussed with the DST or the Chair of Trustees. If necessary, staff may report directly to the local safeguarding referral agency, First Response, themselves.

When reporting, staff should supply the DSL with a verbal account of what happened which can allow the DSL to ask specific questions as necessary. Staff should then record the incident using the guidelines above. After reporting, possible options for action could then be:

A) Carry on recording incidents and take no further action at the present time.

Options will then include:

- managing any support for the child internally via the school's own support processes;
- an early help assessment; further information on early help assessments, provision of early help services and accessing services is available from www.Bristol.Gov.Uk .
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm. Chapter 1 of Working Together to Safeguard Children (2018) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Details of local protocols can be found www.Bristol.gov.uk .

If it is decided that a referral should not be made at the current time, it may be important to monitor the child's behaviour closely and carefully record any concerns. Concerns may also be discussed with other agencies as appropriate. The local Early Help team may be a useful source of support at this stage, and may be able to offer insight and advice.

B) Discuss with parents

Parents could be contacted at the earliest opportunity to ascertain if there is a known reason for the concern (e.g. a change in family make-up, death of family member). The conversation can be carried out by the DSL or the staff member, whichever is deemed most appropriate. Staff should remember that if abuse is taking place, it is often not the parents but other family members or friends who are causing it and parents are often the last to know. We should aim to ask the parents for an explanation in the majority of cases. We need take no further action in terms of referring unless the discussion throws up more concerns. The discussion will need to be recorded, including why we are not referring further, if appropriate. If staff have concerns that either the child or the parent needs more support, but concerns do not reach child protection thresholds, they may make arrangements to provide the parent with extra support and if necessary, early intervention can be sought directly through seeking help from external agencies or through First Response and the Early Help Team. If, after discussion with the parents, staff feel that the child is in need of child protection services, they must be referred to First Response or the Police on the same day the concern was noted.

Referral means sharing information about concerns with outside agencies. If staff are concerned about the safety of the child, information must be passed on to the appropriate agency. It is important to remember that if staff refer, they are not reporting the parents - they are referring to protect the welfare of the child. A referral is normally carried out by a DSL, but any member of staff can refer. A child can be referred to First Response, or the emergency services, or to other services in the following ways:

C) Inform parents that the child will be referred IF IT IS BELIEVED THAT DOING SO PUTS THE CHILD AT NO FURTHER RISK. This can be difficult, especially if staff have a close relationship with the parent and they may feel unsure, uncertain about reporting the matter, nervous about how the parent will react or worried whether what they have seen is really abuse or not. Nevertheless, staff should aim to tell the parents anyway. It is important to make the parents understand that there is a safeguarding policy in place which must be followed. Staff should tell the parent that the School's safeguarding policies are designed to provide protection for children and help for parents.

D) Discuss with First Response (or BCC Social Care directly if they already have a social worker), without informing the parents, IF IT IS BELIEVED THAT DISCUSSING WITH A PARENT WILL PUT A CHILD OR THEM AT FURTHER RISK. If parents haven't been informed, First Response will want to know the reasons why.

Note: Any local safeguarding referral agency can be contacted to discuss the family without giving contact details of the family. This is called an 'anonymized enquiry'. Staff will be required to identify themselves as professionals while making an anonymized enquiry. During the course of a call, they may be asked to supply identifying information of the family in order to keep a child safe and they then may ask the staff member to inform the parent that they have been referred.

E) Contact the Emergency Services

Staff may feel, after discussion, at this stage it is appropriate to contact the emergency services at once.

Whatever the course of action decided upon on after reporting a concern, the details of the meeting and any action agreed must be recorded.

The following information should be at hand when making a referral:

- Name and job title of the staff member, and reasons for the call.
- Name, date of birth, address of the setting, language spoken, any disability, present whereabouts, siblings of child.
- Name, address, phone number, present whereabouts of parents.
- All available information about the incident or situation, which has led to the concern: whether it is emotional/physical/sexual abuse or neglect, or any combination of these. As far as possible use the language of the KBSP Threshold document when describing concerns.
- Details of any account given by the child or any other persons.
- Details of the family GP, or any other professionals known to be working with the family, such as a Social Worker, Physiotherapist or Health Visitor.
- Details of any members of the extended family or community who are significant to the child.
- Details of any other person known to be living in or a regular visitor to the child's home.
- Information about any previous incidents or causes for concern that are relevant to this referral.
- Any discussion about the concerns with the parent, if appropriate.
- Any discussion with the child, if appropriate.
- The explanation or comment the child or the parent may have made.
- If staff haven't discussed with parents, why not?
- Who else has concerns?
- How long the concerns have been going on.
- What staff think could be happening to the child.
- What action has been taken already, and why it hasn't worked.
- Any other information.
- Staff should make a note of who they spoke to, and date and time.

First Response should formally acknowledge the referral within 1 working day and let the referrer know what they have decided to do as a result. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

If no response has been received after 3 working days, the referral should be taken to a higher authority within First Response, and the worker told that this is the case.

Out of hours referrals should be made to the Emergency Duty Team on 01454 615165.

If the referral requires a response within 4 hours by First Response, it may be appropriate to contact the Police directly in any case.

Note: there are specific referral pathways for Domestic Violence and Abuse, Female Genital Mutilation, Missing Children and Radicalisation and these are described under the relevant heading in Section 5.

Emergencies -

In some instances staff may be the first people to recognise that the child may need immediate attention resulting from abuse. Depending on the circumstances staff may need to:

- Telephone for an ambulance or the police (dial 999)
- Ask a doctor to call;
- Ask the parent to take the child to the doctor or the hospital at once;
- Offer to take the parent and child to the hospital/surgery/clinic for immediate medical attention as appropriate;
- Take the child to the hospital/surgery/clinic.

It is important to remember that the child is the legal responsibility of parents and that person (identified on child's registration forms) must be involved in the matter as soon as practicable, and IF IT IS BELIEVED THAT DOING SO PUTS THE CHILD AT NO FURTHER RISK.

Having taken the necessary emergency action, any suspected abuse must be reported to the DSL. A record of an account of the emergency must be written retrospectively when it is possible to do so.

2.2 Information Sharing

The Bristol Steiner School is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

- That 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2018.
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

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

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

There are also times when The Bristol Steiner School will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt The Bristol Steiner School will seek legal advice.

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

2.3 Identifying and monitoring the needs of vulnerable learners.

The DSL and DSL deputies will regularly review and monitor those students who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records.

This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable learners is shared with teachers and school and college leadership staff to promote educational outcomes.
- Reasonable adjustments are made in relation to school based interventions – for example responding to behaviour.

2.4 Multi-agency working

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

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

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

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

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

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Hope Virtual School.

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

Additional considerations:

- Where a child and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation and review of the plan as appropriate.
- In situations where a child in care may be put on to part time timetable, the school will consult with the Hope Virtual School and complete the pro-forma found at <https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/attendance-and-exclusions>
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality the non-statutory guidance 'When to Call the Police' from the NCPCC (<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>) can be helpful or contact the local PCSO/School Police Beat Officer/School Officer.
- In the rare event that a child death occurs or a child is seriously harmed, The Bristol Steiner School will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.

2.5 Exclusions and commissioning of Alternative Provisions

When the school is considering excluding a child, (either fixed term or permanently), where additional vulnerability is identified it is important that the child's welfare is taken into consideration.

- An assessment of risk should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm.
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the governing body.

In the event where The Bristol Steiner School commissions an Alternative Provision they will follow the [Bristol City Council Alternative Learning Provision Hub](#) and follow local guidance [Commissioning Alternative Learning Provision – Advice for schools, Commissioners, and Alternative Providers \(2019\)](#) to ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for learners who are not taught on site.

2.6 Children Missing from Education

(To be read in conjunction with the Attendance Policy)

A child going missing from education is a potential indicator of abuse or neglect.

Staff should follow the setting's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with [2.3 Identifying and monitoring the needs of vulnerable learners](#)

The Bristol Steiner School will inform the local authority:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

The school should follow the guidance detailed in Children Missing Education (2016) and Bristol City Council Education Welfare Service – Children Missing Education

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

2.7 Respond to incidents of peer on peer harm.

(There is flow diagram in [Appendix B](#) that illustrates this section)

All staff should recognise that children are capable of abusing their peers. Issues of learners hurting other learners have traditionally been dealt with under processes outlined in settings' behaviour policies. It is important that peer on peer harm should be considered as a safeguarding issue.

This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

At The Bristol Steiner School:

- Incidents are taken seriously. These will never be tolerated or passed off as 'banter', just having a laugh' or 'part of growing up'.
- Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.

- It is understood that peer on peer harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.

It is important that incidents of harm are treated under safeguarding policy and process and records will be kept on the child's safeguarding/child protection file.

The Bristol Steiner School is committed to undertaking the following:

- Early identification of vulnerability to peer on peer harm by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- If a disclosure is made – staff will listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Those who experience abuse will never be given the impression that they are creating a problem by reporting, nor will those who experience abuse ever be made to feel ashamed for making a report.
- The child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- The need to not promise confidentiality should be considered as it is very likely that information will need to be shared with others.
- When an incident of sexual violence and sexual harassment occurs, reference to Part 5 of Keeping Children Safe In Education 2020 and guidance [Sexual violence and sexual harassment between children in schools and colleges 2018](#) should be made in relation to taking protective action. These incidents must be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from [Be Safe](#).
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section [2.4 - Multi-Agency Working section](#).
- When the children involved require a statutory assessments either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, being aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- If the incident constitutes towards a criminal offence, the setting will liaise with the police. If this this may also involve the Lighthouse team (Safeguarding Unit) of Avon and Somerset Police.

- Risk assessments will be developed for individual children who have been involved in an incident. This should be reviewed every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers.
- DSL and Deputy DSL(s) will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.

Contextual safeguarding approach to peer on peer harm:

The Bristol Steiner School will minimise the risk of peer on peer abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

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

2.8 Responding to allegations of abuse made against professionals.

Staff must report any concerns or allegations about a professional's behaviour (including supply staff and volunteers) that indicate that they may pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a setting.

Examples of this include where they may have:

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

Immediate action must be taken – do not speak to the individual it concerns.

- Allegations or concerns about colleagues (including supply staff) and visitors must be reported directly to the Head Teacher.
- If the concern relates to Head Teacher it should be reported to the Chair of Trustees, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required,
- In the event that allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the **employment agency**.

The Bristol Steiner School will follow guidance in **KCSIE 2020 - Part four: Allegations of abuse made against teachers and other staff.**

- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

In the event that a member of staff is subject to allegations of abusing children, the BCC Disciplinary Procedure may be implemented.

The following signs and symptoms may mean that staff are involved in abuse:

- Paying an excessive amount of attention to a child or groups of children;
- Providing presents, money or having favourites;
- Seeking out vulnerable children, e.g. disabled children;
- Trying to spend time alone with a particular child or group of children on a regular basis;
- Making inappropriate sexual comments;
- Sharing inappropriate images;
- Being vague about where they have worked or when they have been employed;
- Encouraging secretiveness.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If staff or parents have any concerns, or are made aware of any concerns involving staff members, they must contact the Headteacher on the same day the concern is noted. If the concern has been noted by staff, it must be recorded before it is reported and this report shared with the Headteacher. The reporting member of staff should take steps to ensure that during the remainder of the working session that the person concerned is not left in sole charge of any child. Staff who have concerns or has been informed of inappropriate behaviour must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head teacher must seek to clarify the nature of the concerns by asking the following of the parent or reporting member of staff: has the member of staff:

- 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 in an inappropriate way towards a child which may have indicated the he or she is unsuitable to work with children?

Or simply: does the child feel safe? If not, why not?

If the concern is raised by a parent who wishes to be anonymous, the Head teacher should encourage formal complaints which will clarify the investigation process by seeking to:

- avoid making blanket promises of confidentiality from the outset;
- point out that while they understand the complainant's desire to remain anonymous, normally no action will be taken in the event of an allegation being made anonymously (but there may, however, be exceptional circumstances where the Headteacher deems it appropriate to take action or investigate a matter on the basis of an anonymous complaint relating to safeguarding);
- talk about the support they can offer the complainant;
- make it clear that they might have an obligation to disclose the child's identity in the course of investigating the matter, because of overriding safeguarding obligations;
- make clear their obligations to act and investigate and find out what's going on and put to the reluctant allegation that 'Your perspective will be very helpful to enable us to do that';
- point out that, 'Your child may not be the first, or the last child who has been subjected to the behaviour that you're making an allegation about and so our obligations are not only to you, and to support you in your request to remain anonymous, but we have wider obligations here to our other children who may be at risk';
- make it clear that all allegations will be investigated, formal or not, and that the complainant's identity may need to be disclosed to the respondent regardless of whether the allegation is made informally due to overriding obligations around procedural fairness.

Also good practice when dealing with an allegation:

- parents or reporting staff member should not be given the false impression that they are "in charge" of the allegation;
- the obligation to investigate remains even when a complainant seeks to withdraw an existing allegation;
- parents or reporting staff member should be offered liaison with a member of staff of different gender if appropriate;
- use of external/independent investigators when allegations should be made so parents/reporting staff members know their concern will be handled in an objective/independent manner;
- reference should be made to policies and procedures on allegations and parents' complaints, if relevant.

Having received an allegation, the Headteacher must judge the level of risk it presents. If there is a clear concern, then the following procedures must be followed:

At the earliest opportunity, the Headteacher should contact the DST and the Local Authority Designated Officer (LADO) within the local authority. The LADO should then be given a signed and dated written record of the concerns. Staff should maintain confidentiality and guard against publicity while an allegation is being considered or investigated and follow local information sharing protocols. The School should then follow the LADO's advice on how to deal with allegations against staff. If appropriate, BCC Social Care and/or the police will be informed by the LADO. Relevant evidence and information will be given to the School if required by the LADO.

In some cases the possible risk of harm to children posed by an accused person will require the school to consider suspending the person until the case is resolved. Suspension must not be an automatic response when an allegation is reported. If the School is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the LADO or police but suspension is highly unlikely to be justified on the basis of such concerns alone. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving the reasons for the suspension. The person should be informed at that point who their named contact is within the organisation and provided with their contact details. The LADO or the police cannot require the School to suspend a member of staff, although the School should give appropriate weight to their advice.

If appropriate and on the advice of the LADO, OFSTED should be informed of any allegations of abuse against a member of staff, Trustee, or volunteer, or any abuse that is alleged to have taken place. While support should be offered to the staff member involved, the staff and the Governors will ensure that the agencies concerned are given all assistance in pursuing any investigation.

If the allegation is less serious and/or the situation less clear, statutory guidance allows for 'common sense' in managing cases that may not meet thresholds and 'in these cases, local arrangements should be followed to resolve case without delay' (from paragraph 198 'Keeping Children Safe in Education 2019'). This means that BSS is free to devise its own approach. Further actions made by the Headteacher can be planned with regard to the specific nature of the allegation could therefore include:

- considering the ongoing level of risk and how this can be managed;
- checking policy and guidance;
- discussing confidentially with the SMT and the DST;
- contacting the LADO for advice on how to proceed with the investigation (contact with the LADO could be delayed while further information is being ascertained);
- planning an investigation;
- contacting the parent or reporting staff member within 24 hours to inform them of the action to be taken – if any.

An internal investigation can then take place by:

- checking of the Single Central Register for Disclosure and Barring Service (DBS) status, safeguarding training records, notes on file, and that references and testimonials show no note of concern that the staff member should not be working with children;
- finding out more information from key witnesses, including the child/ren if appropriate (and on the advice of the LADO);
- speaking to the person to whom allegations have been made.

After the internal investigation:

- reporting back to the parent or reporting staff member with the result of the investigation within 14 days (if the parent or reporting staff member provides additional information at this stage another decision regarding risk can then take place; if they are dissatisfied with the actions of the DSL they should be offered the School's Complaints Policy);

- providing a written account of the incident and filing this appropriately;
- reviewing the incident with the SMT and DST;
- reporting the safeguarding referral to the Trustees in general terms.

The School has a duty of care to its staff. It should ensure that it provides effective support for anyone facing an allegation and provide the staff member with a named contact if they are suspended. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the BCC Social Care or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They could also be given access to welfare counselling or medical advice. The School should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when staff are suspended to ensure that they are kept informed of both the progress of their case and current work related issues. Social contact with colleagues and friends must not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence. In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work, the school should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The School should also consider how the person's contact with the child) who made the allegation can best be managed if they are still a pupil at the School.

The fact that a person tenders his or her resignation, or ceases to provide their services, must not prevent an allegation being followed up in accordance with these procedures. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the person should be given a full opportunity to answer the allegation and make representations about it, but the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be regarded as substantiated on the basis of all the information available should continue even if that cannot be done or the person does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

By the same token so called 'compromise agreements', by which a person agrees to resign, if the School agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the DBS where circumstances require that.

Records of allegations should adhere to the School record keeping policy (see above).

Cases in which an allegation was proven to be unsubstantiated, unfounded or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. should also not be included in any reference.

Parents of a child involved should be told about the allegation as soon as possible if they do not already know of it, and about the progress of the case. However, where a strategy discussion is required, or police or local authority children's social care services need to be involved, the School should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, Social Care, and/or the police as appropriate, should consider what support the child or children involved may need. If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to BCC's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations must be investigated as a priority so as to avoid any delay. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months and all but the most exceptional cases should be completed within 12 months. For those cases where it is clear immediately that the allegation is unfounded or malicious then it is expected that they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence, appropriate action should be taken by the School within 3 working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

If the allegation is substantiated and the person is dismissed or the School ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the School whether a referral to the Independent Safeguarding Authority (ISA) for consideration of inclusion on the barred lists or to the Teaching Agency (ex-General Teaching Council (GTC)) is required. There is a legal requirement for employers to make a referral to the ISA where they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child or if a person otherwise poses a risk of harm to a child.

At the conclusion of a case in which an allegation is substantiated the LADO should review the circumstances of the case with the SMT to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

2.9 Mental health and wellbeing.

(A flow diagram is available in [Appendix B](#) to illustrate this section)

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The Bristol Steiner School will commit to undertake the following.

- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- Staff will follow a safeguarding process in terms of reporting concerns outlined in [Appendix B](#) so the DSL and deputy DSLs can assess whether there are any other vulnerabilities can be identified.
- Staff will ensure the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section [2.4 - Multi-Agency Working](#).
- The setting will communicate and work with parents to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality [Primary Mental Health Specialists from Child and Family Consultation Services](#).

Contextual safeguarding approach to mental health

The Bristol Steiner School will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and also to develop resilience.

The setting will take a 'whole school approach' to:

- deliver high quality teaching around mental health and wellbeing
- having a culture that promotes mental health and wellbeing
- having an environment that promotes mental health and wellbeing
- making sure pupils and staff are aware of and able to access a range of mental health services
- supporting staff wellbeing
- being committed to pupil and parent participation

SAFEGUARDING INFORMATION

2.10 Bullying including Cyber bullying

Current government guidance 'Preventing and Tackling bullying' (2017) defines bullying as:

'...behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

Bullying is extremely serious. As the guidance says:

'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.'

Bullying can seriously damage a young person's confidence and self-esteem. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness it can also experience emotional harm. The impact on parents and school staff can be significant. Bullying is therefore a key safeguarding concern.

It is important that incidents of bullying are distinguished from isolated incidents. Bullying is considered to be repeated violence, mental or physical, conducted by an individual or a group and directed against other individuals. Bullying can take place between students, between students and staff, or between staff. Bullying can occur for a variety of reasons, all of which should be taken equally seriously and dealt with appropriately. Bullying may also occur outside of the school premises, or through social networking sites. BSS should aim to bring staff, parents and children together to tackle bullying and to reduce the incidence of bullying.

More information on our procedures to address bullying can be found in our Anti-Bullying policy.

2.11 Child Protection Case Conferences

Where a pupil/student is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate. In situations where a child in care may be put on to part time timetable, the school will consult with the Hope Virtual School and complete the proforma found at <https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/attendance-and-exclusions>

Child Protection Case Conference meetings will be structured differently from now on and will be more informal and supportive. Signs of Safety is a new (to Bristol) solution and safety orientated approach to child protection case work and involves children, parents and professionals. Professionals can now complete Conference Reports online.

2.12 Child Criminal Exploitation (CCE)

Child Criminal Exploitation is a coverall heading for the following issues:

- Child Sexual Exploitation
- County Lines
- Child Trafficking & Human Slavery
- Gang affiliation & knife Crime

2.13 Child Sexual Exploitation (CSE)

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. It is a problem that occurs for boys as well as girls.

Sexual exploitation can take many forms ranging from the completely inappropriate 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs of CSE can include:

- Inappropriate sexual or sexualised behaviour
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Associating with other young people involved in sexual exploitation
- Repeat sexually transmitted infections
- Going to hotels or other unusual locations to meet friends
- Unexplained changes in behaviour or personality
- Repeat pregnancy, abortions and miscarriage
- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Involved in abusive relationships, intimidated and fearful of certain people or situation
- Receiving unexplained gifts or gifts from unknown sources
- Getting in/out of different cars driven by unknown adults
- Recruiting other young people to exploitative situations
- Having multiple mobile phones and worrying about losing contact via mobile
- Having older boyfriends or girlfriends

- Contact with known perpetrators

2.14 County Lines

Gangs use children and vulnerable people to move drugs and money. Gangs establish a base, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

One of the key factors found in most cases of County Lines is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

If staff suspect that a child is a victim of County Lines exploitation they must follow the school's procedures for reporting child protection concerns and report to the DSL immediately. The DSL should report to the local safeguarding children's board immediately and the police if there is a risk of immediate harm.

2.15 Children Missing Home or Care

When a child goes missing or runs away they are at risk. Safeguarding children therefore includes protecting them from this risk. Local authorities are responsible for protecting children whether they go missing from their family home or from local authority care. Children may run away from a problem, such as abuse or neglect at home, or to somewhere they want to be. They may have been coerced to run away by someone else. Whatever the reason, it is thought that approximately 25 per cent of children and young people that go missing are at risk of serious harm. There are particular concerns about the links between children running away and the risks of sexual exploitation. Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation, or to drug and alcohol misuse. Looked after children missing from their placements are particularly vulnerable. The police will prioritise all incidents of children categorised as 'missing' from home or care as medium or high risk, depending on the circumstances and the vulnerability of the child. When a child is found, the attitude of professionals towards a child who has been missing can have a big impact on how they will engage with subsequent investigations and protection planning. However "streetwise" they may appear, they are children and may be extremely vulnerable to multiple risks. A supportive approach, actively listening and responding to a child's needs, will have a greater chance of preventing the child from going missing again and safeguarding them against other risks. Current Government Guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf

2.16 Confidentiality and information sharing

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (July 2018) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations

with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Information about a child or family is generally confidential, but BSS accepts that professionals must work together to effectively safeguard and promote the welfare of children by sharing relevant information. Staff have a responsibility to share relevant safeguarding information with other professionals, particularly the investigative agencies. The welfare of a child or young person is the prime consideration in all decision making about information sharing, and any information sharing will be done in line with BCC's Information Sharing Protocol Handbook. It is important to remember there can be significant consequences to not sharing information as there can be to sharing. Staff must use their professional judgement to decide whether to share or not, and what information is appropriate. A record of what information has been shared, with whom, the date and why should be kept in the child's records using the information sharing record sheet.

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child safe.

Any concerns relating to a child's personal welfare will be recorded separately to their main records. Parents must submit a written request to access their child's file/records. Sharing confidential safeguarding information with parents will not take place if doing so would put the child at significant risk of harm.

In the event of an investigation it is essential that no information on any safeguarding concerns relating to a child is disclosed inappropriately. Any such leaks could have serious consequences for both the child concerned and any investigation. It is very important that only those who need to know, actually know, to avoid rumours and gossip that could affect the child, the parent and the School.

It is extremely important that when an allegation towards a staff member is made, the School makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. In accordance with the Association of Chief Police Officers (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police might depart from that rule, e.g. an appeal to trace a suspect, the reasons should be documented and partner agencies consulted beforehand.) The School should take advice from the LADO, police and local authority social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

2.17 Domestic Violence and Abuse (DVA)

DVA is the abuse of one person over another who is, or has been, in a relationship. The abuse may be verbal, sexual, physical, emotional or financial, and is usually, but not exclusively, perpetrated by men against women. It occurs in all groups and sections of society and may be experienced differently to, and compounded by racism, sexuality, disability, age, religion, culture or class. The current government definition describes DVA as: 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.' Source: Home Office, Domestic Violence: A National Report (2012).

BSS is committed to taking positive action against DVA and to actively support victims and to protect children and young people affected by it. We will work towards creating an environment that raises awareness of DVA, and communicates to all parents and children that it is a safe place to ask for help. Public information posters, leaflets and stickers on DVA, with key telephone numbers may be displayed in communal areas, toilets and other places.

BSS is committed to supporting the wellbeing and safety of children and acknowledges the profound and damaging effects of DVA on them. Children are always damaged by living or witnessing DVA. It is estimated that 90% of children are in the same or next room when abuse occurs. Young people over the age of 16 (and younger) may also experience DVA within their own relationships. Staff should treat them sensitively, record their concerns and report the matter to the DSL.

Staff should be able to recognise the signs of DVA, which include:

- Victim tries to hide injuries, or minimises their extent or cause, appears frightened, overly anxious or depressed and/or is submissive or afraid to speak in front of the partner.
- Partner always attends unnecessarily and may refuse to leave, and/or may be aggressive or dominant.
- Children showing the signs and symptoms of physical, emotional, sexual abuse and/or neglect.

If they suspect DVA, staff should take the initiative and ask direct questions to suspected victims and not assume someone else will ask about it. They must always be guided by the need to keep a victim and their children safe, and the fact that everyone who is being abused by someone close to them is the subject of a crime. Staff should never ask about DVA when anybody else is present; this includes partners, children or young people and other family members (the only exception is when they may need to have a professional interpreter or colleague present). Children, young people or other family members should never be used as interpreters. Staff should never accept culture or religion as an excuse for DVA. They should think of the DVA conversation as the start of the process, not a one-off event, as not all victims are going to open up the first time they realise that someone thinks that they are being abused. A victim might deny or play down DVA as part of a coping mechanism. Staff should accept 'no' as an answer and continue to be supportive, and if possible discreetly offer a leaflet with helpline numbers. They should be prepared to ask again in the future.

Staff should report any concerns they have about DVA affecting children or adult victims to the DSL on the same day they are noted. If the DSL has serious concerns about a victim's situation, they should refer the case to the local MARAC or to the Police. If staff and the DSL have concerns about the safety of the children, this must be reported to First Response.

2.18 Drugs, alcohol and smoking

“Drugs” are taken here to mean those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs and illegal drugs such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD etc. The Headteacher is in charge of drugs, alcohol and smoking policy, policies and education for the School. The School will forge links with young people’s services, health services and voluntary sector organisations to ensure support is available to pupils affected by drugs, alcohol misuse and smoking (including parental drug or alcohol problems). Possession and or use of drugs in School, during the school day or while travelling to/from school is inappropriate. Drugs, alcohol and cigarettes are not to be bought, sold or otherwise exchanged or brought onto School premises during the school day, or while pupils are on school visits. Individual exceptions may be made for pupils who require prescription medicines where appropriate. This applies to all members of the School community (staff, visitors, students, volunteers, parents and pupils).

In incidents involving substance misuse or supply on the premises/during the School day, action will proceed as follows:

1. Any medical emergencies will be dealt with accordingly by the School’s first aiders.
2. School staff can search (outer clothing or possessions) pupils for any item if the pupil agrees. The DSL and Deputy DSL is also authorized by this School to have the statutory power to search pupils, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include alcohol, illegal drugs, tobacco and cigarette papers or any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence. School staff can seize any prohibited item found as a result of a search which they consider harmful or detrimental to school discipline. A pupil refusing to co-operate with such a search should be challenged appropriately. Staff should be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched (unless where there is a reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff). If alcohol is found, it may be retained or disposed of, but not returned to the pupil. Any illegal drugs or suspected drugs discovered must be delivered to the police as soon as possible but may be disposed of if the DSL thinks there is a good reason to do so. The School does not require parental permission to carry out a search.
3. In cases of substance use/misuse or supply on the premises, during the School day or during School visits:
 - By a pupil: the case will be discussed with the pupil and a written record taken; parents will be informed by the Class Teacher as soon as possible. The support of outside agencies will be sought if appropriate. If a pupil admits to using or supplying substances off the premises, the appropriate action will be to inform the Class Teacher who will inform the parents. The School may decide to carry out a fixed or permanent exclusion.

- By a member of staff: this will be viewed as gross misconduct and will be dealt with according to the School Staff Disciplinary and Grievance Procedure.
 - By visitors/volunteers/students: the SMT will be informed and will meet with the person involved. Their involvement in the school will be terminated and the appropriate agencies informed.
 - By parents: the appropriate services will be informed, including the DSL of the school. Advice will be taken from these services and implemented as necessary.
4. While there is no legal obligation to inform the police, they may also be involved at the discretion of the SMT in consultation with Trustees and staff who know the young person well.
5. The Trustees will be involved in drug-related incidents as they are concerning other matters relating to the School.

2.19 Early Help

Early Help or early intervention has been defined as: '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.' Working Together to Safeguard Children (2018)

It is important that children in need of early intervention receive this support in a timely fashion to prevent the escalation into abuse and to lessen the risk of harm or impairment. By providing support and information to all families, BSS aims to prevent families reaching crisis point by identifying families that are struggling at an early stage.

Staff must record their concerns with children they feel are in need of early intervention and report to the DSL, and, if appropriate, discuss options with the family. Options could include: devising and providing a plan for early intervention within the School or organising extra support with other professionals. As well as offering support, BSS offers a range of targeted groups for families and children. We can also signpost families to other agencies where appropriate (i.e. DVA projects).

If staff are clear that they have done all they can in terms of early intervention, but feel that the child and parents still need more than they can provide, they can contact First Response by email using an online Referral Form to request a multi-agency service response through the local Early Help Team. The School should receive a response about what action is to be taken in terms of Early Help within 10 days from the First Response Team. If it does not receive this, the referral will need to be chased.

If the child is deemed in need of Early Help by First Response, the Early Help Coordinator will oversee and coordinate a Single Assessment Form (SAF). The SAF is a key part of delivering frontline services that are integrated and focused around the needs of children and young people and offers a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. The SAF is intended to provide an effective but simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and

environmental factors on their development. Practitioners will then be better placed to agree, with the child and family, about what support is appropriate.

2.20 Emotional Abuse

Emotional abuse is defined as the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It involves conveying to children that they are worthless/unloved, inadequate, or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; the exploitation or corruption of children; overprotection or preventing a child taking part in normal social activities; serious bullying (includes cyber bullying); seeing or hearing the ill treatment of another person, not giving the child opportunities to express their views; deliberately silencing them or making fun of what they say or how they communicate.

Signs and symptoms of emotional abuse include:

- Physical, mental and emotional development lags;
- Sudden speech disorders;
- Continual self-depreciation (I'm stupid, ugly etc);
- Overreaction to mistakes;
- Extreme fear of new situations;
- Inappropriate response to pain ('I deserve this');
- Neurotic behaviour (rocking, hair twisting, self-mutilation);
- Extremes of passivity or aggression.

2.21 Environment

Learning environments for children should always be planned in ways which minimise the risks to children e.g. physical layout and surroundings. Opportunities to casually observe staff and child interaction should always be maintained. We will display the BSS Safeguarding Statement and other posters that display our commitment to challenging and reporting abuse to all our venues wherever possible.

2.22 Escalation

Occasionally situations arise when workers in one agency feel that the decision made by a worker from another agency on a safeguarding case is not a safe decision. Disagreements could arise in a number of areas, but are most likely to arise around:

- levels of need;
- roles and responsibilities;
- the need for action;
- communication.

Staff at BSS should feel able to challenge decision-making and to see this as their right and responsibility in order to promote the best multi-agency safeguarding practice. An Escalation policy aims to provide workers with the means to raise concerns they have about decisions made by other professionals or agencies by:

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Telephone: 0117 933 9990 Facsimile: 0117 933 9999

E-mail: reception@bristolsteinerschool.org Website: www.bristolsteinerschool.org

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- avoiding professional disputes that put children at risk or obscure the focus on the child;
- resolving the difficulties within and between agencies quickly and openly;
- identifying problem areas in working together where there is a lack of clarity and to promote the resolution via amendment to protocols and procedures.

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. The safety of individual children is the paramount consideration in any professional disagreement and any unresolved issues should be addressed with due consideration to the risks that might exist for the child. Resolution should therefore be sought within the shortest timescale possible to ensure the child is protected. Disagreements should be resolved at the lowest possible stage, however if a child is thought to be at risk of immediate harm discretion should be used as to which stage is initiated.

If the disagreement is between a staff member and their manager then the staff member should consider the School grievance procedure.

BSS may occasionally find that the local referral agency does not take up a child protection referral that it is making in good faith. If the School is concerned that the agency is not taking up a referral, it must first examine the content of the referral and ensure that the wording is congruent to the sense and wording set out in the local Threshold document. If necessary, the referral can be rewritten and resubmitted. If the referral is still not taken up and the School is still concerned it should discuss the matter with the Early Help Team to gain more clarification. If necessary, the wording of the referral can again be rewritten and resubmitted. If the referral is still not taken up and the School is still concerned it can then organise a Multi-Agency Professionals' Meeting (MAPM) to voice shared concerns amongst professionals and gather more information. Any professional can call a MAPM if they feel that their concerns are not being addressed. It is good practice to inform parents that the School is holding this meeting. The referral can then be resubmitted with the additional information acquired from the MAPM. If the referral is still not taken up and the School is still concerned, the School can then evoke the KBSP Escalation procedure set out below.

Before evoking Escalation procedures, BSS should make every attempt to resolve disagreements with other professionals at the lowest possible level. This would normally be between the people who disagree. It should be recognised that differences in status and/or experience may affect the confidence of some workers to pursue this unsupported. Escalation procedures are as follows:

- If staff have unresolved disagreements with other professionals concerning the safeguarding of children, they must first discuss the matter with the DSL.
- If a concern is identified by the DSL it should first be communicated to a manager or the other professional verbally. The issue should be discussed in an attempt to reach agreement. If the matter concerns referral, issues should be discussed with the First Response Team Manager. Any disagreements should be recorded in the child's welfare record.

- If the School still has concerns, the matter can be referred to the BCC Service Manager Safeguarding and Quality Assurance, currently Fiona Tudge, Safeguarding and Quality Assurance Fiona.Tudge@bristol.gov.uk 0117 3521116.
- If the School still has concerns, the matter can be referred to the Chair of KBSP, Sally Lewis, KBSP@bristol.gov.uk 0117 903 7786
- If the School still has concerns, the matter can be referred to the KBSP Resolution Panel.
- If KBSP convenes a Resolution Panel, the panel must consist of KBSP representatives from three agencies (including the agencies concerned in the professional differences, where possible). The panel will receive representations from those concerned in the professional differences and make a decision as to the next course of action, resolving the professional differences concerned.

Some matters may be resolved very quickly, and this will be determined locally by the complexity of the issues. In all cases, the matter will be resolved as speedily as possible, and the primary focus will be on ensuring that the safety and welfare of the child concerned is assured whilst discussions take place. At all stages of the process actions and decisions must be recorded in writing and shared with relevant personnel, to include the worker who raised the initial concern. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued. It may be useful for individuals to debrief following some disputes in order to promote continuing good working relationships.

Note: It is important that practitioners are involved at each stage of the process, as they will be able to provide the detail around the issues and know the case well enough to ensure a proper discussion takes place.

2.23 Exclusions

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

2.24 Fabricated and Induced Illness Syndrome (FIIS)

FIIS is a form of mental disorder in a parent, usually the mother. Staff may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible symptoms observed may include:

- discrepancies between reported and observed medical conditions, such as the incidence of fits;
- attendance at various hospitals, in different geographical areas;
- development of feeding / eating disorders, as a result of unpleasant feeding interactions;
- child developing abnormal attitudes to their own health;

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- non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause;
- speech, language or motor developmental delays;
- dislike of close physical contact;
- attachment disorders;
- low self esteem;
- poor quality or no relationships with peers because social interactions are restricted;
- poor attendance at school and under-achievement;
- parent (likely to be the mother) who expresses an unnatural concern for the health or welfare of their child.

2.25 Faith Abuse

Faith abuse is child abuse linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. Faith abuse is confined to one faith, nationality or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu and pagan faiths among others.

2.26 Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of physical abuse against children. FGM is also known as female circumcision or female genital cutting. FGM has no health benefits. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies. The procedure may be carried out when the girl is new born, during childhood, adolescence, at marriage or during the first pregnancy. However, in the majority of cases FGM takes place between the ages of 5-8 and therefore girls within that age bracket are at a higher risk. It can cause severe bleeding and problems urinating, and later cysts, infections, infertility as well as complications in childbirth. They can also often suffer severe psychological trauma, including flashbacks and depression.

The Female Genital Mutilation Act 2003 made it illegal to: practice FGM in the UK; take girls who are British nationals or permanent residents of the UK abroad for FGM whether or not it is lawful in that country; and aid, abet, counsel or procure the carrying out of FGM abroad. In 2015 the Serious Crime Act came into force and with it new legal powers to deal with FGM. Everyone now has a duty to report to police any instance where they 'discover' that FGM has been carried out on a girl under 18. Anyone who fears that someone is at risk of FGM can apply to a family court for a FGM Protection Order. This includes people who think they could be victims themselves or are already victims, local authorities, teachers, doctors, social workers or other third parties. FGMPOs will help to safeguard girls who are at risk of FGM at home or abroad. If the court makes a FGMPO, the specific conditions could include confiscating passports or travel documents to prevent girls from being taken abroad, or stopping someone from bringing a 'cutter' to the UK for the purposes of committing FGM on a girl.

In the Bristol area there are a number of affected communities that come from areas where FGM is practiced, including; Somalia, Sudan, South Sudan, Eritrea and Gambia. Signs that a child or young person may be at risk of FGM could be: child is female, from a culture where FGM is practised, and an extended summer holiday to the country of origin is imminent.

If staff are concerned that a child is at risk of FGM, they must tell the DSL. The DSL must request to meet parents and ask them directly if they are seeking to have FGM carried out on their daughter. If the DSL is dissatisfied with their response and has real concerns that FGM may be imminent, they should refer the matter to First Response or to the Police. The parents should be told about the referral only if it is felt that it will not bring further risk to the child.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

2.27 Forced Marriage and Honour Based Violence

A forced marriage is a marriage conducted without the full consent of both parties and where duress is a factor. When either party is under 18 it is child abuse and should always be treated as such. The terms 'honour crime', 'izzat' or 'honour-based violence' embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing against this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the 'shame' or 'dishonour' of the family. If there are concerns that a child (male or female) is in danger of a forced marriage, staff should report to the DSL on the same day the concern is noted. All those involved should bear in mind that mediation as a response to forced marriage can be extremely dangerous. Refusal to go through with a forced marriage has, in the past, been linked to so-called 'honour crimes' including murder, rape and serious physical and emotional abuse.

2.28 Gangs and Youth Violence

Staff may observe early warning signs that children may be at risk of getting involved in gangs and gang culture, which can quickly escalate and become entrenched. Staff worried about a child or young person involved in, or at risk from, gangs can call the NSPCC helpline on 0808 800 5000 for more information. If staff have a concern that children are involved in gang activity they should contact the DSL the same day the concern is noted. The police should always be informed if the child is in possession of a knife or other weapon. For more information read Government Guidance: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

2.29 Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female and could be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse. Groomers will hide their true intentions and may spend a long time gaining a child's trust. They may also try to gain the trust of the whole family so they can be alone with the child. Groomers do this by:

- pretending to be someone they are not, for example saying they are the same age online;
- offering advice or understanding;
- buying gifts;
- giving the child attention;
- using their professional position or reputation;
- taking them on trips, outings or holidays;
- Using secrets and intimidation to control children.

Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want. Groomers may introduce 'secrets' as a way to control or frighten the child. Sometimes they will blackmail the child, or make them feel ashamed or guilty, to stop them telling anyone about the abuse. Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child. They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship. It's easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting. Groomers may look for:

- usernames or comments that are flirtatious or have a sexual meaning; and/or
- public comments that suggest a child has low self-esteem or is vulnerable.

Groomers don't always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds. Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity.

2.30 Hidden Harm

Hidden Harm refers to children who are affected by their parents' drug or alcohol abuse, domestic abuse and mental illness. Parental problems can and do cause serious harm to children at every age from conception to adulthood. Effective treatment of the parent can have major benefits for the child. By working together, services can take many practical steps to protect and improve the health and well-being of affected children.

2.31 Historical abuse

There may be occasions when a child or adult will disclose abuse which occurred in the past, termed historical abuse. This information needs to be treated in exactly the same way as a disclosure of current abuse as the abuser may still represent a risk to children and young people now.

2.32 Invisible children

Staff need to be aware of children who may not be known to us. There are children who may be trafficked and many cases of neglect and abuse involve children from other countries.

2.33 Neglect

Neglect is form of abuse and is defined as: ‘the persistent failure to meet a child's basic physical needs and/or psychological needs, likely to result in the serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing; or neglect of, or unresponsiveness to, a child's basic emotional needs. This includes the impact on the unborn child of maternal substance abuse and failure to ensure adequate supervision including the use of inadequate care-givers.’

Signs and symptoms of neglect include:

- Constant hunger;
- Poor personal hygiene;
- Constant tiredness;
- Poor state of clothing;
- Emaciation;
- Untreated medical problems;
- No social relationships;
- Compulsive scavenging;
- Destructive tendencies.

2.34 Non-mobile babies

BSS needs to be vigilant to spot bruising or injury in non-mobile babies. Accidental bruising in a baby who is not mobile (i.e. a baby who cannot crawl, pull to stand, ‘cruise’ around furniture, or walk) is very uncommon. The most likely cause of bruising in non-mobile babies will be abuse, or else a serious medical condition. Non-mobile babies with bruising therefore need to be referred to outside agencies as soon as possible. Staff should follow these procedures regarding possible injury in non-mobile babies:

(i) Staff should report and record concerns about marking or bruising in non-mobile babies to the DSL as soon as they arise.

(ii) The DSL should ask parents for an explanation for the mark. It's very important that staff don't prompt parents with any ideas of their own about what might have occurred. The explanation should be written down; along with any other concerns staff have as professionals about the child. If what appears as bruising is explained as a birth mark and the DSL regards this as a believable explanation they should then ask the parents to provide proof of this from the child's GP or ask to see the child's Red Book for any records provided by the hospital at the time of birth. If the DSL suspects that the mark could have resulted from illness or injury, the parents should then be told that it is the policy of the School to ensure that all non-mobile babies with possible injuries or illness

receive a medical examination as soon as possible, and that First Response, or the baby's social worker if they have one, will be informed.

(iii) If the marking is judged to be an injury, the DSL should contact the on call Consultant Community Paediatrician via the BRI switchboard 0117 9230000 the same day the concern was noted to discuss the matter. If deemed necessary by the paediatrician, the baby should then be seen immediately at hospital – in Bristol this will mean taking them to the Children's Hospital Emergency Department without delay (by ambulance if necessary). If the bruising is very slight an appointment can be made by phone for that day. The DSL should help parents make arrangements to attend the visit – or at least give their consent for the hospital examination. Only one parent needs to give consent. If the parents decide to take the baby to the hospital independently, the DSL should ring the hospital to check that they have attended. If both parents refuse, the DSL should discuss the matter with the paediatrician, who may advise seeking the advice of First Response.

(iv) The DSL must then contact First Response or the baby's social worker, to discuss further action required. The safety of other siblings must be considered.

2.35 Online Abuse

The use of technology is now a significant component of many safeguarding issues including child sexual exploitation; radicalisation; peer abuse where technology often provides the platform that facilitates harm. We are committed to developing an effective approach to online safety to empower our School to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

We will do all that we can to limit pupil's exposure to the above risks from the school IT system. BSS eSafety Policy sets out clearly our policy on this and the use of mobile technology and other aspects of eSafety in the School. At the same time as safeguarding the school community, we should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

2.36 Parent communication

BSS is committed to helping parents/carers understand their responsibility for the welfare of children and young people. Parents should be made aware of the commitment of BSS to effective safeguarding by including a safeguarding statement in the prospectus and website, and displaying it in all rooms wherever possible. Parents should also be informed of our other safeguarding policies, including Supportive Interactions, eSafety and Complaints policies, which should also appear on the website. Parents will be informed that it is our practice to share information with relevant agencies and with their child's receiving school. Where possible, any safeguarding concerns should be

discussed with parents and the DSL should inform parents before making referrals, unless to do this would place the child at increased risk of significant harm, or if it is decided by the DSL that the discussion is best carried out by another agency. Any discussions with parents should take place in private and a full record of the conversation written up.

2.37 Peer Abuse

We recognise that children are capable of abusing their peers. Peer abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Peer on peer abuse can take many forms, and can manifest itself in many ways, including sexting, online abuse, bullying and cyber bullying and sexual abuse (see relevant sections in this policy and in the Anti-Bullying and eSafety Policy of the School). We recognise that peer abuse is frequently gendered. Girls are more likely to be sexually touched or assaulted and boys are more likely to be subject to initiation/hazing type violence.

To minimise the risk of peer on peer abuse we will ensure that we will adhere to the policies and procedures set out in our Peer on Peer Abuse Policy and Anti-bullying Policy. Accordingly allegations of peer on peer abuse will be taken extremely seriously and investigated and dealt with. We reserve the right to search, screen and confiscate items that may provide evidence of abuse.

Victims of peer on peer abuse will be supported by class teachers and by the DSLs.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- relationship abuse
- domestic violence
- bullying (including cyberbullying)
- child sexual exploitation
- youth and serious youth violence
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- up skirting or any picture taken under a person’s clothing without them knowing to obtain sexual gratification or cause humiliation or distress
- Initiation/hazing type violence and rituals.
- gender-based violence

Any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

The Peer-on-Peer Abuse and Anti-Bullying Policy procedure for recording, investigating, supporting victims and perpetrators will be followed.

2.38 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Signs and symptoms of physical abuse include:

- Unexplained recurrent injuries or burns;
- Improbable excuses or refusal to explain injuries;
- Wearing clothes to cover injuries, even in hot weather;
- Bald patches;
- Chronic running away;
- Fear of medical help or examination;
- Self-destructive tendencies;
- Aggression towards others;
- Fear of physical contact – shrinking back if touched;
- Fear of suspected abuser being contacted.

2.39 Private fostering

A private fostering arrangement is one that is made without the involvement of a local authority for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative, with the intention that it should last for 28 days or more. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. Private fostering arrangements can be a positive response from within the community to difficulties experienced by families but nevertheless privately fostered children can be very vulnerable. Overarching responsibility for the welfare of the privately fostered child remains with the parent but it is the duty of local authorities to satisfy themselves that children who are privately fostered within their area are satisfactorily safeguarded and promoted. Staff should report to the DSL if they become aware of a private fostering arrangement. The DSL should then notify First Response of all private fostering arrangements, so that the local authority can satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded.

2.40 Radicalisation

From 1 July 2015 all registered providers of education are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have “due regard to the need to prevent people from being drawn into terrorism”. The Prevent Duties include:

1. Identifying children who may be vulnerable to radicalization.
2. Aware of what to do when vulnerable children are identified.
3. Promoting fundamental British values and challenging extremist views.
4. Offering appropriate training and development.

Extremism is defined in the 2015 Prevent Duty Guidance as: ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas’.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Staff will be given training to help them understand the issues of radicalisation, the signs of vulnerability or radicalisation and how to refer their concerns. The DSL will undertake Prevent awareness training and can provide advice and support to staff on protecting children from the risk of radicalisation.

BSS will aim to build young people's resilience by providing a safe environment for debating controversial issues and helping them to understand how they can influence and take part in decision-making. Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present. Staff must not invite speakers into school without first obtaining permission from the DSL. The School will be vigilant to the possibility that out-of-hours hire of premises may be requested by people wishing to run an extremist event and does not accept bookings from individuals or organisations that are extremist in their views.

BSS is committed to identifying families who may be vulnerable to radicalization. Early indicators of radicalisation or extremism may include:

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

Staff with concerns that families are becoming radicalised should contact the DSL the same day the concern is noted. As well as contacting the local safeguarding referral agency, the DSL should also contact the anti-terrorist hotline on 0800 789 321. If there is a terrorist related emergency, staff should contact the Police immediately.

2.41 Sexting

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it:

- cybersex;
- sending a nudie, picture or selfie;

- trading nudes;
- dirtie; and
- pic for pic.

There are many reasons why a child may want to send a naked or semi-naked picture, video or message to someone else. These reasons include:

- joining in because they think that 'everyone is doing it';
- boosting their self-esteem;
- flirting with others and testing their sexual identity;
- exploring their sexual feelings;
- to get attention and connect with new people on social media; and/or
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Sexting is often seen as flirting by children and young people who feel that it's a part of normal life, but in fact it is a crime. The law in the UK currently states that the creating or sharing explicit images of a child is illegal, even if the person doing it is a child. As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest. In addition crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

2.42 Serious Violence

All staff will be made aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. We are also aware that fear and a need for self-protection is a key motivation for children to carry a weapon—it affords a child a feeling of power. Neighbourhoods with high levels of deprivation and social exclusion generally have the highest rates of gun and knife crime. Children are more likely to carry knives and other weapons than guns. All staff will be aware of the associated risks and will share any concerns about or knowledge of such children immediately with the DSL. Further advice on these is available in the Home Office documents 'Preventing youth violence and gang involvement' and 'Criminal exploitation of children and vulnerable adults: county lines'.

2.43 Sexual Abuse

Sexual abuse is defined as: 'forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.' The activities may involve physical contact, including penetrative (eg rape, buggery) or non-penetrative acts (kissing, rubbing, masturbation touching on outside of clothing). Sexual abuse need not necessarily involve a high level of violence, nor is solely perpetrated by adult males. Sexual abuse includes grooming by the Internet.

Signs and symptoms of sexual abuse include:

- Being overly affectionate or knowledgeable in a sexual way;
- Medical problems such as chronic itching, pain in the genital, venereal diseases;
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, overdoses, anorexia;
- Personality changes such as becoming insecure or clinging;
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys;
- Sudden loss of appetite or compulsive eating;
- Being isolated or withdrawn;
- Inability to concentrate;
- Lack of trust or fear of someone they know well;
- Become worried about clothing being removed;
- Suddenly drawing sexually explicit pictures;
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

2.44 Single Central Record (SCR)

The Ofsted Chief Inspector has stated that schools should have a list of all staff showing evidence that their identity, qualifications and criminal records have been checked. BSS keeps a Single Central Record (SCR) which must cover all staff working at the School. By 'staff' we mean explicitly:

- Permanent staff;
- Supply staff;
- Staff on fixed term contracts or temporary staff;
- Teacher trainees on salaried routes;
- Supply staff;
- Contractors; and
- Volunteers and students taking part in regulated activities (activities with children where they will have unsupervised access to them).

The information that must be recorded on the SCR is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check (if directly working with children);
- an enhanced DBS check/certificate;
- a prohibition from teaching check (teachers only);
- a prohibition from management (managers only);
- further checks on people living or working outside the UK inc police check / reference / EEA (teachers only);
- a check of professional qualifications;
- a check to establish the person's right to work in the United Kingdom (if not from the UK);
- a section 128 check (for management positions as set out in paragraph 124-125 KCSiE 2018 for independent schools.
- references (two per staff, trustees and volunteer and one per pupil);

- a list of staff made aware of the Disqualification by Association check (for childcare positions)
- a record of Safeguarding and Child Protection Training undertaken.

For agency and third party supply staff, the School should also include written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

The SCR should be maintained by the Admin Manager and audited regularly by the DSL & Safeguarding Trustee.

2.45 Staff support

As a result of dealing with disclosure or reporting concerns, staff may feel angry or upset. The DSL and the Trustees should fully support all members of staff in following this policy and particularly the DST. In addition, some of the appropriate agencies listed (below Appendix Key Contacts) will be able to provide support.

2.46 Trafficking and modern slavery

Modern slavery is a serious crime. It encompasses slavery, servitude, and forced or compulsory labour and human trafficking. Modern slavery victims can often face more than one type of abuse and slavery, for example if they are sold to another trafficker and then forced into another form of exploitation. A person is trafficked if they are brought to (or moved around) a country by others who threaten, frighten, hurt and force them to do work or other things they don't want to do. The Universal Declaration of Human Rights 1948, states that: "No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms." Signs of trafficking include people who are:

- Not in possession of a passport, identification or travel documents.
- Acts as if instructed or coached by someone else or allows others to speak for them when spoken to directly.
- Recruited for one purpose and forced to engage in some other job. Transport paid for by facilitators, whom they must pay back through providing services.
- Receives little or no payment for their work - someone else was in control of their earnings.
- Forced to perform sexual acts.
- Does not have freedom of movement.
- Threatened with harm if escapes.
- Under the impression they are bonded by debt, or in a situation of dependence.
- Harmed or deprived of food, water, sleep, medical care or other life necessities.
- Cannot freely contact friends or family. Limited social interaction or contact with people outside their immediate environment.

There is no typical victim of slavery. Victims can be men, women and children of all ages and cut across the population, but it is normally more prevalent amongst the most vulnerable, minority or socially excluded groups.

The Home Office predicts that there may be as many as 13,000 victims in the UK alone.

2.47 Visitors, including parents

Staff need to ask visitors to sign in/out, request identification with photographs, issue a dated lanyard and make them aware of the Visitor's Safeguarding Information Booklet. ***They must ensure that visitor's phones, or other devices with cameras including smart watches, are stored in a secure place at reception.*** If visitors need take pictures of children, the parents and the DSL must give their consent. Other professionals who come in to see children unsupervised must show their DBS check and a record of this kept with the Single Central Record. Staff need to show them where to go if they are not familiar with the building.



Safeguarding and Child Protection Policy

Appendix

APPENDICES	Page Number:
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Appendix A – Key Guidance for safeguarding issues.

All key single agency policies relevant for education settings can be found on the following webpage:
<https://bristolsafeguarding.org/policies-and-guidance/education/>

Other multi-agency guidance and policies from the Local Safeguarding Partnerships:

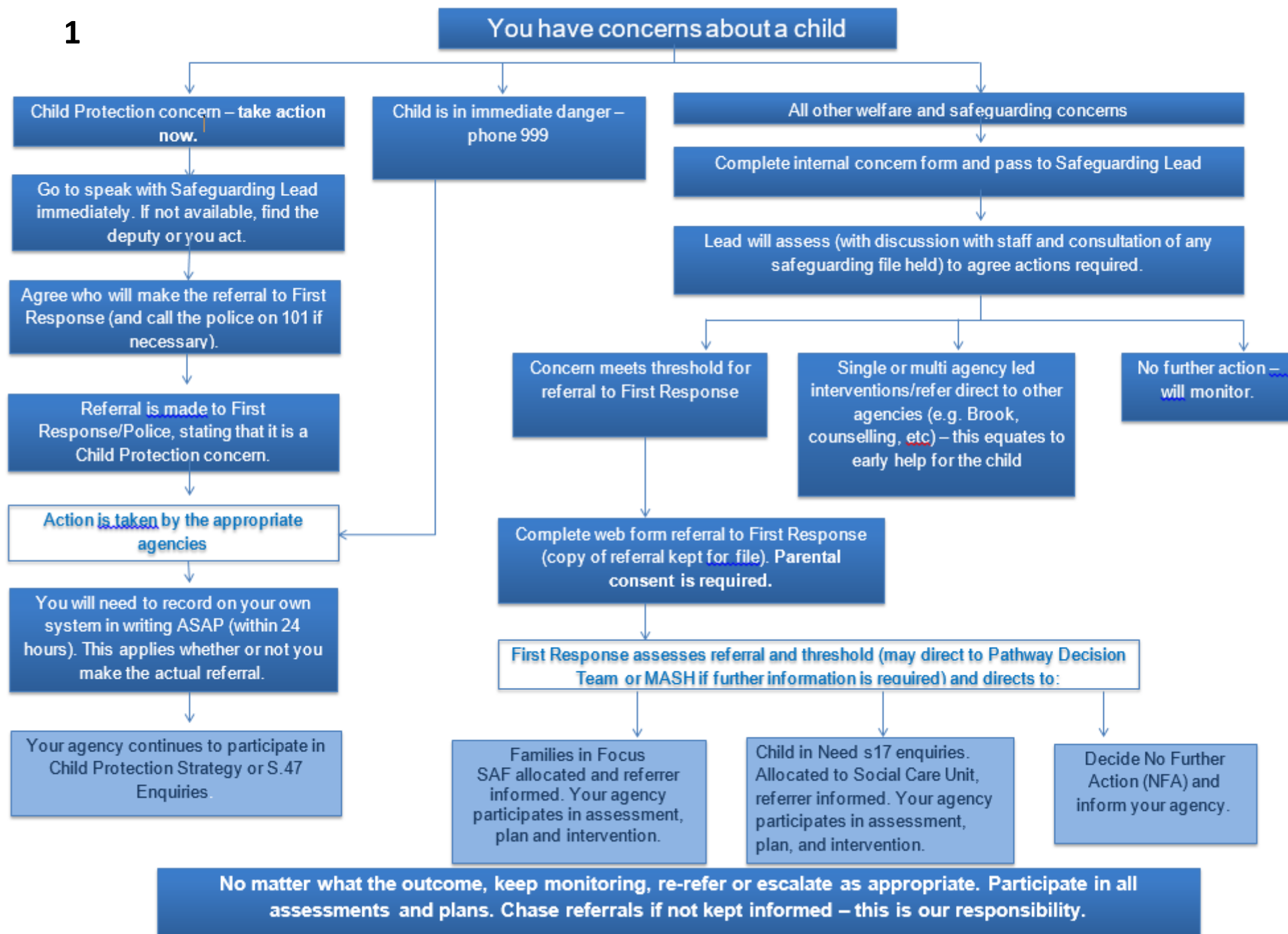
- For Bristol - <https://bristolsafeguarding.org/policies-and-guidance/>
- For South Glos - <http://sites.southglos.gov.uk/safeguarding/library>

Appendix B – Reporting concerns

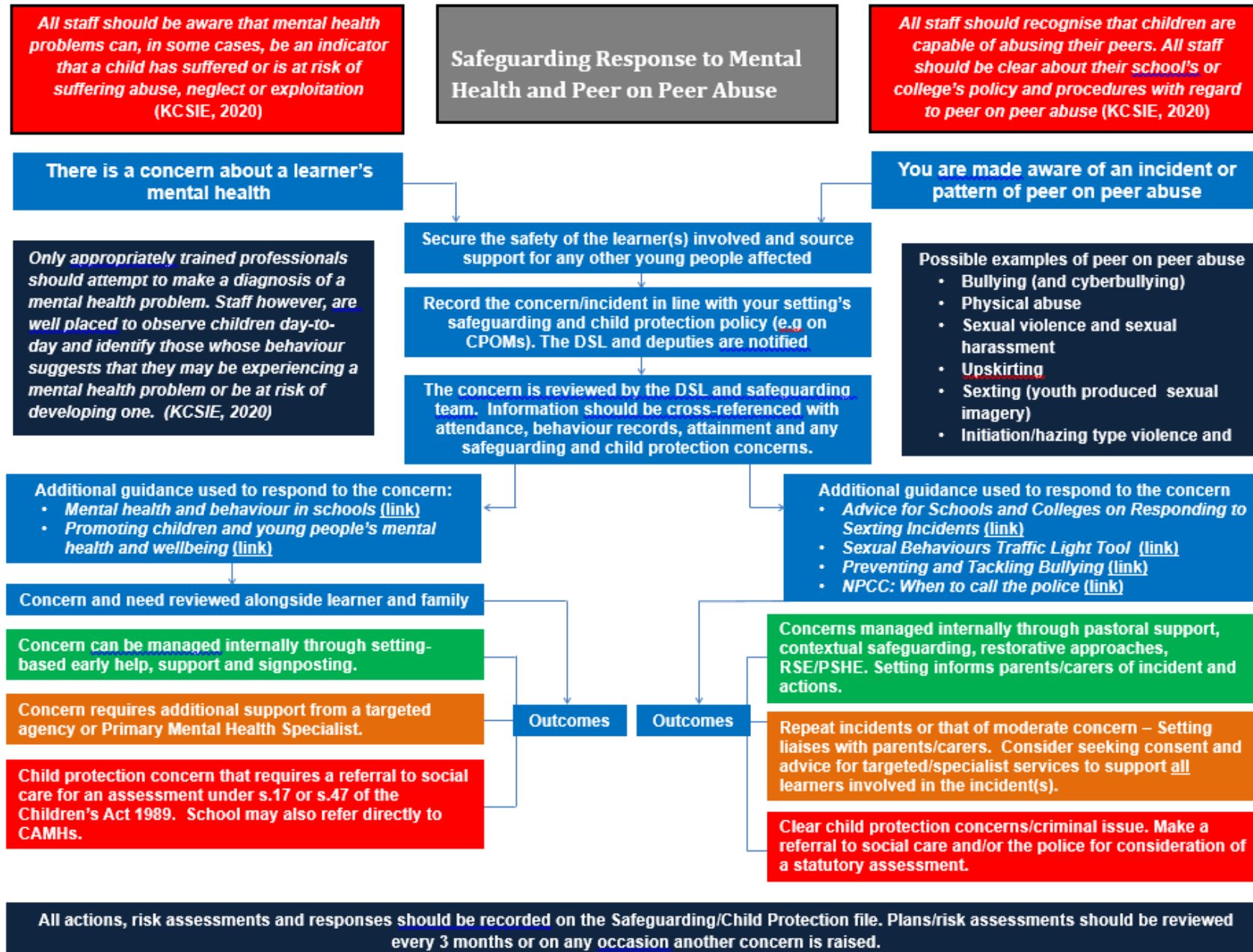
1. Reporting Concerns Flow Chart - **Bristol**– [Click here](#)
2. Process flow chart responding to incidents of Peer on Peer incidents and Mental Health Problems – [Click here](#)
3. Safeguarding contacts Poster – Multi-agency contacts in Bristol. – [Click here](#)
4. Other Local Authority Contacts

Reporting Concerns Flow Chart - Bristol

1



2



Multi-Agency Contacts for Safeguarding in Education.

3

If you have concerns about a child/young person in Bristol ...

If a child is at immediate risk call the POLICE	POLICE 999	
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call children's social care.	FIRST RESPONSE - 0117 9036444	
Out of Hours	EMERGENCY DUTY TEAM - 01454 615 165	
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carer consent).	FIRST RESPONSE Online form https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response	
To raise concerns and ask for advice about radicalisation (also contact First Response).	PREVENT DUTY - 01278 647466 PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	Lighthouse Safeguarding Unit – Avon and Somerset police 01278 649228	
Families in Focus (Targeted Support) - For advice and guidance about whether to make a referral		
South 0117 9037770	East Central 0117 3576460	North 0117 3521499

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

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

<u>Safeguarding in Education Team</u> T: 0117 9222710 E: Safeguardingineducationteam@bristol.gov.uk
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South Advisor Helen Macdonald helen.macdonald@bristol.gov.uk	East Central Advisor Jess Curtis jessica.curtis@bristol.gov.uk	North Advisor James Gregory james.gregory@bristol.gov.uk
Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul	
Safer Options Team - Education inclusion managers		
South Ingrid.Hooper@bristol.gov.uk	East Central Calum.Paton@bristol.gov.uk	North Ross.Moody@bristol.gov.uk
Child Missing from Education	Bristol City Council – Education Welfare https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme	
Children affected by Forced Marriage	Forced Marriage Unit T: (0) 20 7008 0151 E: fmu@fco.gov.uk	
Online Safety Advice	Professional Online Safeguarding Helpline T: 0344 381 4772 E: helpline@saferinternet.org.uk	
Reporting online sexual abuse and grooming	Child Exploitation and Online Protection command https://www.ceop.police.uk/ceop-reporting/	
FGM advice	NSPCC FGM Helpline T: 0800 028 3550 E: fgmhelp@nspcc.org.uk	
Domestic Abuse support (Bristol)	Directorate of local and national services https://www.bristol.gov.uk/crime-emergencies/abuse-violence	
Young Carers – advice and support.	Carers Support Centre T: 0117 958 9980 W: https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/	
Whistleblowing professional policy	NSPCC Whistleblowing hotline T: 0800 028 0285 E: help@nspcc.org.uk	
Mental health Advice (Local)		
Primary Mental Health Specialists (advice) Child and Adolescent Mental Health		
South 0117 3408121	East Central 0117 3408600	North 0117 3546800
Advice around harmful sexualised behaviour.	Be Safe 0117 3408700 W: https://cchp.nhs.uk/cchp/explore-cchp/be-safe	
	Brook Traffic Light Tool https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=	

Other Local Authority Contacts

4

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
<p>South Gloucestershire</p>	<p>Access and Reponses Team</p> <ul style="list-style-type: none"> • 01454 866000 - Monday to Thursday 9.00 – 5.00, 4.30 on Friday • accessandresponse@southglos.gov.uk <p>Website: https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/</p>	
<p>North Somerset</p>	<p>Single Point of Access</p> <ul style="list-style-type: none"> • 01275 888 808 –Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm <p>Website: https://www.northsomersetsafeguarding.co.uk/children-safeguarding-board/i-work-with-children/how-to-make-a-referral</p>	<p>Emergency Duty Team</p> <p>01454 615165</p>
<p>Bath and North East Somerset (BANES)</p>	<p>Children’s Social Work Services</p> <ul style="list-style-type: none"> • 01225 396312 or 01225 396313 weekdays, 8.30am to 5pm, except Fridays when we're closed from 4.30pm • Download and complete our request for service form and email it to ChildCare_Duty@bathnes.gov.uk <p>Website: https://beta.bathnes.gov.uk/report-concern-about-child</p>	

Appendix C - Dealing with a disclosure of abuse

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

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

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

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

Recognise – Respond – Reassure – Refer – Record

Appendix D - Types of abuse and neglect

The Department for Education's Tackle Child Abuse campaign has accessible videos to watch <https://tacklechildabuse.campaign.gov.uk/>

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

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

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

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE, 2020).

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a

parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix E Specific actions to take on topical safeguarding issues

General or national guidance will not be included here. A summary of specific duties are in Keeping Children Safe in Education 2020 Annex A and Access to local guidance can be found in Appendix A of this document.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, The Bristol Steiner School may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm. In all other circumstances information will be shared in line with section 2.2 Information Sharing.

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

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

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

- If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, The Bristol Steiner School will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.
- If the learner is at risk of CCE information should be shared with Bristol's Violence Reduction Unit - Safer Options. The Safer Options Education Inclusion Managers can advise and support settings to manage risk. Targeted support may be available to disrupt learners from getting involved with criminality.
- Avon and Somerset Police share 'Missing persons' notifications (which a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and

achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Domestic Abuse –

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

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

- Education settings must have signed up to a Police Safeguarding Notification Briefing to receive these.
- Each setting should have at least 2 members of trained staff able to receive and act upon these notifications.
- Each setting should promote an open culture of safeguarding to enable learners and families to disclose and feel safe to talk about their experiences and what support maybe required.

Female Genital Mutilation -

Mandatory reporting duty: [Click here for government guidance](#)

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

1. are informed by a girl under 18 that an act of FGM has been carried out on her; or
2. observe physical signs which appear to show that an act of FGM has been carried out on

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

Travel:

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

- Families are encouraged to notify the education setting when they are looking to travel during term time dates.
- This will prompt a conversation with the DSL/ specialist trained member of staff to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this.
- The setting will complete an FGM Referral Risk assessment (available on the Keeping Bristol Safe Partnership website) with the family to identify any support that the family may require in relation to FGM.
- Proportionate action is taken. Referrals to social care should NOT be automatically made – however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment.
- These assessments should be saved onto the child's Safeguarding/Child Protection file to avoid duplication with new incidents of travel.

Online Safety – Annex C of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.

- For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: helpline@saferinternet.org.uk
- Where there have been established cases of online abuse or grooming, the school settings should alert - **Child Exploitation and Online Protection command (CEOPS)**
<https://www.ceop.police.uk/ceop-reporting/>

Mental health – linked to section within main body of this policy

Peer on Peer Abuse - linked to section within main body of this policy.

Serious Youth Violence -

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

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

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

Preventing Radicalisation - The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.¹¹⁰ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

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

- risk assessment,
- working in partnership,
- staff training, and
- IT policies.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances.

The setting will support learners who are young carers to appropriate support. To find out what is available locally visit the Bristol City Council Website - <https://www.bristol.gov.uk/social-care-health/support-for-young-carers>

Appendix F Safeguarding Concern Form

Child's name	Date of birth
Name and position of person completing form (please print):	
Date of incident /concern:	
Description of incident or concern (who what where when) /Any other relevant information (witnesses)*	
Action Taken	
Name	Date form completed:
Signature	

*Continue on a separate sheet if necessary

Please pass this Record of Concern on the Designated Safeguarding Lead as soon as possible; if there is a Child Protection concern it should be passed on the same day it was noted.

Recording Aide Memoir for staff

All staff have an important role to play in helping to identify welfare concerns and possible indicators of abuse or neglect at an early stage. For some children a “one off” serious incident or concern may occur and you will have no doubt that this must be immediately recorded and reported. Most often, however, it is the accumulation of a number of small incidents, events or observations that provide the evidence of harm being caused to a child. It is vital therefore that any concern you have for a child’s welfare however small is recorded and passed to the Designated Safeguarding Lead (DSL). All concerns must be recorded on the attached form. If you are in any doubt, consult the DSL.

All staff are reminded that our records should be:

- *clear;*
- *straightforward (avoid jargon);*
- *concise;*
- *accurate;*
- *contemporaneous;*
- *contextualised;*
- *named in print and then signed;*
- *dated;*
- *presented chronologically;*
- *differentiate between facts, opinion, judgments and hypothesis; and*
- *written with a mind that the subject of a record does have the right in law to request access to them at any stage.*

Concerns may arise in one or more of the following areas:

- *The child’s appearance or behaviour (sign or symptom of abuse);*
- *The child makes a direct disclosure or allegation; and*
- *Information from or observation/behaviour of a parent.*

What to record:

- *What was seen in appearance and behaviour of the child: when and where (this includes a site map indicating the position of any bruises or marks, trying to indicate size, colour and shape);*
- *What was said by the child using the exact words used;*
- *A note of any other people involved e.g any witnesses, the DSL;*
- *What you thought and why you think it;*
- *What you did; and*
- *Any other relevant information.*

Appendix G DSL Record of Safeguarding Action

CHILDS NAME:		DoB:
DATE	DETAILS	SIGNATURE

How to record actions taken in response to staff concerns Aide Memoir Designated Safeguarding Lead

When a welfare concern form is passed to you it is important that you check this is sufficiently detailed and has been dated and signed by the staff member who has reported the concern. If a body map has been completed or there are any other documents referred to in the record ensure these are attached and where appropriate are also dated and signed.

It is important that you make a record of the action you take in response to every welfare concern form passed to you. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include:

- Requests to staff for monitoring specific aspects of the child's presentation, behaviour, attendance etc.
- Discussions and telephone calls (with colleagues, parents and children / young people and other agencies or services)
- Professional consultations
- Letters sent and received
- Referral forms (both for external and education-based services)

NOT FEELING LIKE THIS?



BUT LIKE THIS?



OR THIS...



If you have any problems you can talk to:



ERIKA



NICOLA

Who are your Designated Safeguarding Leads – *or any other member of staff you trust.*

Appendix H Feeling? Poster for children

Appendix I Transfer of Pupil Safeguarding Records

Transfer of Pupil Safeguarding Records within Educational Establishments – Receipt

Please print all information

Name of child:

Date of birth:

Name of school/college sending file: Bristol Steiner School

Address of school/college sending file: Redland Hill House, Redland Hill, Redland, Bristol. BS6 6UX

Date file exchanged by hand:

or

Date file posted by recorded delivery:

Bristol Steiner School, Redland Hill House, Redland Hill, Redland, Bristol. BS6 6UX

Telephone: 0117 933 9990 Facsimile: 0117 933 9999

E-mail: reception@bristolsteinerschool.org Website: www.bristolsteinerschool.org

Member of the Steiner Waldorf Schools Fellowship Company Number 1131462 Charity Number 310257

Name & signature of current DSL:

Date:

Name of receiving school/college:

Address of receiving school/college:

Date file received by hand:

or

Date file received by recorded delivery:

Please ensure that this is completed and is returned to the originating school without delay.

Appendix J Key Contacts

Key contacts

Emergency (fire, ambulance, police): **999**

Bristol Children in Care Teams: 0117 353 4100

Bristol Designated Senior Officer for Early Years: Sally Jaeckle Tel: 0117 9224895
sally.jaeckle@bristol.gov.uk

Bristol Designated Officer (DO) Nicola Laird: 0117 903 7795 nicola.laird@bristol.gov.uk

[Bristol Disabled Children Service: 0117 903 8250](tel:01179038250)

Bristol Early Help teams (for advice):

North 0117 352 1499

East / Central 0117 941 5886

South 0117 903 7770

Bristol First Response Team (Safeguarding Referrals): 0117 903 6444

Keeping Bristol Safe Partnership – KBSP - New local Safeguarding arrangements

Bristol Steiner School, Redland Hill House, Redland Hill, Redland, Bristol. BS6 6UX

Telephone: 0117 933 9990 Facsimile: 0117 933 9999

E-mail: reception@bristolsteinerschool.org Website: www.bristolsteinerschool.org

Member of the Steiner Waldorf Schools Fellowship Company Number 1131462 Charity Number 310257

In 2016 the Government, in response to the Wood Review (2015), proposed a stronger more flexible statutory framework to support local partners to work together more effectively to protect and safeguard children and young people, embedding improved multi-agency behaviours and practice which are set out in the Children and Social Work Act 2017 and Working Together to Safeguard Children 2018.

This legislation ended the local authority's duty to have a Local Safeguarding Children Board and instead requires three statutory partners (Local Authority, Police and Clinical Commissioning Group) to have a shared and equal duty to make arrangements to work together to safeguard and promote the welfare of children in a local area. Partners in Bristol took the opportunity to review and restructure the strategic arrangements across the safeguarding system.

For more information, please see the links below

<https://bristolsafeguarding.org/media/42653/keeping-bristol-safe-partnership-local-arrangements-2019-20.pdf>

<https://www.bristol.gov.uk/policies-plans-strategies/keeping-bristol-safe>

Keeping Bristol Safe Partnership: 0117 9037780

For more information, please see the links below

<https://bristolsafeguarding.org/media/42653/keeping-bristol-safe-partnership-local-arrangements-2019-20.pdf>

<https://www.bristol.gov.uk/policies-plans-strategies/keeping-bristol-safe>

Keeping Bristol Safe Partnership Training team: 0117 922 4626

Bristol Safeguarding in Education Team: 0117 9222710

Bristol Social Care Teams:

North Duty Team

Ridingleaze, Laurence Weston 0117 9038776

East/Central Duty Team

Welsman, St Paul's 0117 9036743

South Duty Team

Symes House, Hartcliffe 0117 3574700

Childline, help for children who are being abused: 0800 1111 (open 24 hours)

Emergency Duty Team for Bristol and South Glos: 01454 615 165 (out of hours)

Bristol Steiner School, Redland Hill House, Redland Hill, Redland, Bristol. BS6 6UX

Telephone: 0117 933 9990 Facsimile: 0117 933 9999

E-mail: reception@bristolsteinerschool.org Website: www.bristolsteinerschool.org

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Policies and procedures: Safeguarding and Child Protection Policy

Integrate Bristol, concerns regarding FGM, 24-hour helpline: 0800 028 3550

NSPCC 24 hour Helpline: 0800 800 5000 (free from a landline)

NSPCC Asian Languages Helpline: 0808 800 5000 (free from a landline)

NSPCC Text helpline: 88858 (service is free and anonymous)

Next Link Domestic Violence Support (Men, women, children and young people): 0117 925 0680
www.safelinksupport.co.uk

Ofsted 'Whistleblower hotline: 0300 123 3155

Police: 101 (non-emergency calls)

Police Child Abuse Investigation Team (CAIT): 0117 945 4320

Preventing extremism in schools and children's services: counter.extremism@education.gsi.gov.uk Helpline:
0207 3407264

South West Counter Terrorism Intelligence Unit Tel: 0117 945 5543

Appendix K - Key Documents and Links

Bristol Against Violence and Abuse: www.bava.org.uk

Keeping Bristol Safe Partnership (KBSP): <https://bristolsafeguarding.org/children-home/>

KBSP Information Sharing Protocol: [Information sharing \(pdf, 151 KB\)](#) (opens new window), [\(pdf, 152k\)](#)

KBSP protocols for multi-agency action: <https://www.bristol.gov.uk/policies-plans-strategies/KBSP-protocols-for-multi-agency-action>

KBSP [SAF Guidance April 2014 \(pdf, 1.1 MB\)](#) (opens new window)

[KBSP Threshold Guidance \(pdf, 1.3 MB\)](#) (opens new window)

Child Exploitation Online Protection (CEOP): <https://ceop.police.uk/>

Children Missing From Education: <https://www.bristol.gov.uk/schools-learning-early-years/education-welfare>

Children Missing from Home or Care (2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf

DfE 'Disqualification under the Childcare Act 2006', Statutory guidance for local authorities, maintained schools, academies and free schools, February 2015.

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Drugs Advice for schools government guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

Forward (Foundation for Women's Health Research and Development), fighting FGM: 0208 960 4000

<http://www.forwarduk.org.uk>

Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (2018): <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Information Watch Foundation (to report online abuse): <https://www.iwf.org.uk/>

Keeping Children Safe in Education (2019) Statutory guidance for schools and colleges:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Preventing and Tackling Bullying (2017):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

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Preventing Youth Violence and Gang Involvement (2015):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

OFSTED Whistleblowing Guidance: <http://www.ofsted.gov.uk/resources/whistleblowing-ofsted-about-safeguarding-local-authority-childrens-services>

Prevent Duty July 2015: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Safe Network: www.safenetwork.org.uk/Pages/default.aspx

Searching, screening and confiscation at school government guidance:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

South West Child Protection Procedures, provide detailed online information on all aspects of Child Protection: www.swcpp.org.uk

Submit a Request For Early Help Bristol Online: <https://www.bristol.gov.uk/form/child-or-young-person-request-support-or-report-concern>

Think U Know: <https://www.thinkuknow.co.uk/>

What to do if you're worried a child is being abused (2015) Easy to read summary of key safeguarding procedures: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Working Together to Safeguard Children (2018), Department of Education:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

Working Together Transitional Statutory Guidance (2018):

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Mandatory reporting of female genital mutilation procedural information:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

[Additional information regarding contextual safeguarding is available here:](https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding)

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Paragraph 43 and Annex A provide information and links to resources for peer on peer sexual violence and harassment:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Children Missing Education:

<https://www.gov.uk/government/publications/children-missing-education#history>

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Policies and procedures: Safeguarding and Child Protection Policy

Further details on sharing information:

<https://ico.org.uk/for-organisations/education/>

Designated teacher for looked-after and previously looked-after children:

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Identification checking guidelines can be found on the GOV.UK website

Appendix L – Safeguarding and Child Protection: COVID-19 addendum - during school closure

Approved by:	James Wetz	Date: 02-04-2020
Last reviewed on:	26 -11-2020	
Next review due by:	04-01-20	

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Important contacts

ROLE	NAME	CONTACT DETAILS
Deputy Safeguarding Officer	Nicola Forder	nicolaforder@bristolsteinerschool.org
Deputy DSL	Erika Taylor	erikataylor@bristolsteinerschool.org
	Jess Dawson	jessdawson@bristolsteinerschool.org

ROLE	NAME	CONTACT DETAILS
Headteacher	Nicola Forder	
Local authority designated officer (LADO)	Nicola Laird -Local Authority Designated Officer –LADO (Acting)For child protection concerns re under 18s with an adult in a position of trust, ie our staff and homestay providers	Tel: 0117 9037795, 07795 091020 nicola.laird@bristol.gov.uk Out of hours number 01454 615165 or call number given on answerphone message
Chair of Trustees & Safeguarding Trustee	James Wetz	jameswetz3@gmail.com
Children's Services BCC	First Response Team on	0117 903 6444
If you have concerns that anyone (child or adult) is at risk of immediate harm call 999. If it is not an emergency but you still need help call 101.		

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from Keeping Bristol Safe Partnership (KBSP)

It sets out changes to our normal child protection policy in light of the Department for Education's guidance Coronavirus: safeguarding in schools, colleges and other providers (<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

Have a social worker, including children:

- With a child protection plan
- Assessed as being in need
- Looked after by the local authority

➤ Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

Email concern forms to all 3 members of the Safeguarding Team (password protected)

erikataylor@bristolsteinerschool.org

nicolaforder@bristolsteinerschool.org

jessdawson@bristolsteinerschool.org

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will keep all school staff and volunteers informed by email of any changes of DSL or deputy and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

Should the school reopen to some pupils there may be occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be a member of the School Management Team. You can contact them by: reception@bristolsteinerschool.org.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary

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- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

The Government's interim safeguarding guidance Coronavirus (Covid 19):
Safeguarding in schools, colleges and other providers published 27th March 2020

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by telephone and or email
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact

We have agreed these plans with children's social care where relevant, and will review them at weekly Safeguarding Team meetings.

If we can't make contact, we will take appropriate measures; contacting Children's social care and or the police.

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

Bristol Steiner School, Redland Hill House, Redland Hill, Redland, Bristol. BS6 6UX

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We will continue to have appropriate filtering and monitoring systems in place in school.

If the school's IT contractor is unavailable, we will employ the services of another.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

Emails:

- Only send and receive from your schools email accounts
- Keep copies of everything you send out
- Do not send any information that could identify a pupil, i.e full name, date of birth, address etc. in an email
- Identifiable information may only be sent by email in an encrypted document attached to an e-mail (how to do this is set out in the Emergency Safeguarding Procedure you have been sent)

Telephone:

- Should only be used for checking in with vulnerable pupils and their families
- Block your personal number prior to phoning.

Live Webcams/ Zoom:

Though we are not using these for teaching at the moment, we have suggested using Zoom for Parent Conferences where children can be present. End the call if at any time the following are not being addressed.

- No 1:1s with children, parents must be present.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Record and back-up elsewhere, so that if any issues were to arise, the video can be reviewed.
- keep to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Via 'Safeguarding Information for Parents and Pupils March 20' sent to parents and carers

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

Via 'Safeguarding Information for Parents and Pupils March 20' sent to parents and carers

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Signposting has been sent to parents and carers 'Safeguarding Information for Parents and Pupils March 20'.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

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We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. These will be carried out by SMT & Nicola Forder.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

As guidance from the KBSP, the LA or DfE is updated, we will review and update this policy. The policy will be reviewed as a minimum every 6 weeks by Nicola Forder. At every review, the full governing board will approve it.

16. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff behaviour policy/code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Peer on peer abuse Policy
- Whistle-blowing Policy
- Anti-bullying Policy

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

<https://www.carerssupportcentre.org.uk/young-carers/making-a-referral/>