



CLEVE HOUSE SCHOOL AND LITTLE CLEVE PRESCHOOL

Child Protection (Safeguarding) Policy

This policy applies to all pupils in the school, including in the EYFS.

This Policy is available on the school website or on request from the school office.

Date Reviewed: September 2020
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Part 1- Policy

1. Definitions

- **Safeguarding** is defined as: protecting children from maltreatment; preventing impairment of children's 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** refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child. Keeping Children Safe in Education (KCSIE 2020).

2. Introduction

At **Cleve House School and Little Cleve Nursery** safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. 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. **Everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Cleve House School and Little Cleve Pre-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;
- Fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All action taken by **Cleve House School and Little Cleve Nursery** will be in accordance with:

- **Current legislation:**¹
- **Statutory guidance:**

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) 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.

The Teacher Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Key documentation, procedures and guidelines are detailed in Appendix A.

From Sept KCSIE 2020 came into force; - the changes are largely factual and technical in nature and include amongst other things, new content on serious violence, up-skirting (now a criminal offence) and a link to the departmental advice supporting schools to teach pupils how to stay safe online. A full breakdown of the changes is included at Annex H of the guidance.

All staff at **Cleve House School** have a duty and responsibility to safeguard children and young people attending our school, irrespective of their role:

- Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under

¹ Including: Children Act 1989 and 2004; Education Act 2002 and 2011; Education Inspection Act 2006; Children and Social Care Act 2017; Safeguarding Vulnerable Groups Act 2006; Protection of Freedoms Act 2012; Children and Families Act 2014: Female Genital Mutilation Act 2003 Also see:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722307/Working_Together_to_Safeguard_Children_Statutory_framework.pdf

the Children Act 1989; i.e. Section 17 (Children in Need) and Section 47 (a child suffering harm, or likely to suffer significant harm). These concerns should be discussed with the school's Designated Safeguarding Lead (DSL).

- All staff should be aware of the process and principles for sharing information within the school which supports safeguarding.
- All staff should be aware of their local early help process and understand their role within it.
- The most important consideration is whether sharing information is likely to safeguard and protect a child. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendix B.

- **DEVELOPING OUR POLICY**

- **Cleve House School** fully recognises its responsibilities for child protection. Our policy applies to all staff, and volunteers working in the school. We contribute to inter-agency working and have developed this policy in consultation with the Keeping Bristol Safe Partnership (KBSP) and have taken account of guidance issued by the former Department for Children, Schools and Families (DCSF), and the Department for Education. We comply with the Independent Schools Standards regulations (section 3). Further details of the framework around which **Cleve House School's** safeguarding arrangements have been made can be found in the following documents:
- Keeping Bristol Safe Partnership (KBSP) Local Arrangements 2019 / 2020
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty- Counter Terrorism and Security Act (HMG, March 2015)

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

- Safer Recruitment
- Whistleblowing
- Complaints
- Disability
- Code of Conduct for Staff /Staff Behaviour Policy

- Behaviour
- Anti-Bullying/Peer on Peer Abuse
- Missing Children
- E-Safety
- Attendance including the safeguarding response to children who go missing
- SEND
- Equal opportunities policy
- Personal care
- Medical conditions
- First aid policy
- Physical Restraint Policy

3. Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

4. Overall Aims

This policy will contribute to the safeguarding of pupils/students at **Cleve House School and Little Cleve Nursery** by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the school, built on mutual respect, and shared values;
- Teaching children about safeguarding, including online, through teaching and learning opportunities, as part of broad and balance curriculum;
- Alerting staff to the signs and indicators of safeguarding issues including abuse and neglect;
- Developing staff awareness of the causes and consequences of abuse and neglect;
- Developing staff awareness of the risks and vulnerabilities their pupils/students face by addressing concerns at the earliest possible stage;

- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation;
- Working in partnership with pupils/students, parents and agencies.

This policy will contribute to supporting the pupils/students at **Cleve House School and Little Cleve Nursery** by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

5. Expectations

All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse and neglect;
- Record concerns and give the record to the DSL.
- **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

The school will inform the **ISI**, and **OFSTED** if the allegation concerns the **EYFS**, of any allegations of serious harm or abuse by a person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. This will take place as soon as is reasonably practicable, but at the latest **within 14 days**.

6. Induction and Training

- In addition to this policy, **all** staff should read and understand Part One and Annex A of **Keeping Children Safe in Education (KCSIE) 2020**.
- **All** staff members will receive appropriate safeguarding and child protection training, which is regularly updated. 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).
- Whistle blowing procedures will be covered in whole school training so that staff know what to do if they have concerns relating to safeguarding practice within the school.
- All training will be effective and comply with the law at all times.
- The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.
- The Head teacher and DSL will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training will be in line with advice from the Bristol Safeguarding Children Board (BSCB).
- **Cleve House School and Little Cleve Nursery** 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 appointed to promote the educational achievement of children in care will undergo appropriate training.
- The DSL will undertake relevant Prevent awareness training and in turn will provide advice and support to staff on protecting children from the risk of radicalisation.
- All staff will undertake Prevent awareness training annually.
- Online safety training for staff will be included as part of the overarching safeguarding approach.

7. Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a member of The Senior Leadership Team who undertakes lead responsibility for safeguarding and child protection within the school. Details of our DSL and Deputy DSL are available on the **Cleve House School and Little Cleve Nursery website and on the notice board in the conservatory and staff room.**

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding child protection remains with the DSL.

The broad areas of responsibility for the DSL are:

- **Liaise** with the local authority and other agencies;
- **Managing referrals** to other agencies including: the local authority children's social care in cases of suspected abuse; Police South West Counter Terrorism Unit where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies;
- **Work with others** to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and liaise with the Local Authority Designated Officer (LADO) as required. DSLs should also liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENDCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- **Undertake Training** to ensure the DSL (and any deputies) has the knowledge and skills required to carry out the role (updated every 2 years). Further knowledge and skills should be updated at regular intervals and shared with relevant parties as appropriate;
- **Raise Awareness** to ensure **Cleve House School and Little Cleve Nursery's** safeguarding and child protection policies are known, understood and used appropriately. The DSL will also provide an annual report to the SLT on safeguarding and child protection activity within the school;
- **Manage safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with Bristol Safeguarding Children's Board guidance;

- **Availability** of the DSL (or any deputies) during term time and school hours needs to be ensured for staff in the school or college to discuss any safeguarding concerns.

A more detailed description of the role of the DSL is explained in more detail in Keeping Children Safe in Education (2020) Annex B.

8. Creating a Culture of Safeguarding

CHILD PROTECTION PROCEDURES -SUMMARY

Every complaint or suspicion of abuse from within or outside the School will be taken seriously and in line with published local thresholds. They will be referred to an external agency such as the children's social care department in the relevant local authority or the child protection unit of the police, without investigation within the School. In these cases, the following referral procedures apply:

- If the allegation is against a member of staff, the Designated Person or a professional person connected to the School, the allegation should be reported to the Head Teacher immediately. The matter will be referred by the Head Teacher or Designated Safeguarding Lead who will inform the Local Authority Designated Officer (LADO) within one working day. If the Designated Person is making the referral, she will keep the Head Teacher informed. Any doubts or concerns may be discussed informally with the LADO, initially on a "no names" basis.
- If the allegation is against the Head Teacher, the person receiving the allegation should immediately inform the LADO, any such allegation's will be discussed with the LADO within one working day before further action is taken.
- If the allegation does not involve a member of staff or a professional person and the child has suffered harm or is at risk of harm, the matter will be referred by the DSL to children's social care department where the child lives. Advice and informal consultation over apparently borderline cases may be discussed with the First Response team in the first instance and initially on a "no names" basis.
- The School will report promptly to the **Disclosure and Barring Service (DBS)**, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an

employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers, resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

- **All schools now have a new duty to consider making a referral to the Teaching Regulation Authority (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned first.** Reasons include: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. (There is more guidance on TRA website). When a referral has been made to the DBS, it is not necessary for a referral also to be made to TRA as the information is shared between the two bodies. Where dismissal does not reach the threshold for a DBS 16 referral, separate consideration should be given to an TRA referral. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in Teacher misconduct: the prohibition of teachers (September 2018) and also the TRA website.

Safer Recruitment and Selection

The school pays full regard to the safer recruitment practices detailed in ‘Keeping Children Safe in Education’ (2020) including 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, dependent on the role and duties performed, including regulated and non-regulated activity (see KCSIE 2020). All recruitment materials will include reference to **Cleve House School** commitment to safeguarding and promoting the wellbeing of pupils.

The school Safeguarding Induction form can be found in Appendix E.

Staff Support

We recognise the stressful and traumatic nature of safeguarding and child protection work. **Cleve House School and Little Cleve Nursery** will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate. Further, the school will

endeavour to create a robust safeguarding culture and environment, so that staff feel comfortable to discuss matters outside the workplace, which may have implications on their practice to safeguarding of children in the school.

Pupil Support

Opportunities will be provided for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing. Relevant issues will be supported through the curriculum including: relationship education and through 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.

Whole School Approach

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 safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

- **Identification of those at Increased Risk, or have Additional Safeguarding Needs**

Certain groups of pupils within school are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include: children in care, young carers, those living in households where there is domestic abuse, and/or substance misuse, etc. It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs.

- **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school. All staff should be considering the context within which incidents and or behaviours occur, this is known as **Contextual Safeguarding**.

RESPONSIBILITY OF ALL STAFF AND VOLUNTEERS

Every employee of the School as well as every volunteer who assists the School is under a general legal duty:

- to protect children from abuse
- to be able to identify welfare concerns amongst the pupils and to be able to identify pupils who are in need of additional support
- to be aware of the School's child protection procedures and to follow them
- to know how to access and implement the procedures, independently if necessary
- to keep a sufficient record of any significant complaint, conversation or event; and
- to report any matters of concern to the Designated Person.

9. What Staff Need to Know

All staff need to be aware of the systems within **Cleve House School and Little Cleve Nursery** which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated. All staff should:

- Know the DSL and any deputies and how to contact them;
- Read and understand this policy and revisit it annually or when significantly amended;
- Read and understand Part 1 and Annex A of Keeping Children Safe in Education 2020 (or latest version) annually;
- Attend safeguarding training;
- Be aware of the school's procedures in order to identify those pupils in need of early intervention/help and take appropriate and timely action where there are concerns for the welfare and protection of children and young people, particularly concerning referrals of cases of suspected abuse and neglect; adhere to the school's Staff Behaviour Policy (sometimes called Staff Code of Conduct) and Behaviour Management Policies;

- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality, whilst at the same time liaising with relevant professionals such as the DSL and children's social care. Staff should never promise a child that they will not tell anyone about an allegation as this may ultimately not be in the best interests of the child (see Appendix C);
- Be clear as to the school's policy and procedures with regard to peer on peer abuse and children missing education;
- Report concerns about a child/young person immediately or as soon as it is practicable to the DSL. If the DSL, deputy DSL or member of SLT is not available and a child is in immediate danger or is at risk of harm a referral should be made to children's social care or the police immediately. The DSL should be informed as soon as possible after the incident is reported;
- Be aware of signs of abuse or neglect and the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND) (see Appendix D);
- Have the skills, knowledge and understanding to keep looked after children and previously looked after children safe;
- Be aware of whistleblowing procedures and talk to the senior leadership team if they have concerns about safeguarding practices within the school. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: 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. 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.
- 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 (KCSIE2020). Regulated professionals have a [mandatory reporting duty](#) to report cases of known FGM. Teachers are considered regulated professionals. The duty requires that they themselves report known incidents to the police via 101. This cannot be delegated to the Designated Safeguarding Lead. For further information about preventing and responding to incidents of FGM, the BSCB have issued [FGM Safeguarding Guidance 2017-2020](#) .

- Report their concerns to the DSL if they think a pupil may be at risk of radicalisation or involvement in terrorism;
- Report any potential safeguarding concerns about an individual’s behaviour and actions towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher. If the concern relates to the Head Teacher it should be reported to the Local Authority Designated Officer (LADO) and they will decide on any action required, following guidance in **KCSIE 2020 - Part four: Allegations of abuse made against teachers and other staff. If concerns relate to the head teacher who is the sole proprietor of an independent school, allegations should be referred to the LADO** 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.
- ‘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).

10. Key Safeguarding Areas.

In addition to the above there are other areas of safeguarding that the school has a responsibility to address and these include (please see KCSIE 2020 for details):

<p>Child Sexual Exploitation (CSE) and Trafficking <i>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</i> Sexual exploitation</p>	<p>Female Genital Mutilation (FGM) FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.</p> <p>Professionals in all agencies, individuals and groups from the wider communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential risk indicators which may indicate that a girl maybe likely to b may be subjected to FGM or that she may</p>
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<p>can take many forms, ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.</p>	<p>have suffered FGM. These are detailed in the Multi-agency statutory guidance on female genital mutilation issued by the home office.</p> <p>It is important to recognise that FGM is a form of child abuse and is significantly harmful. The school needs to follow the Local Safeguarding Children Board’s policies and practices as assessing potential cases will require a robust multi-agency approach. Details of this can be found on the BSCB FGM Safeguarding Guidance2017-2020.</p>
<p>All types of Peer on Peer Abuse including: Bullying, Cyber Bullying, Physical Abuse, Sexual Violence, Sexual Harassment, Sexting, Initiation and Hazing type violence Cleve House School and Little Cleve Nursery has a separate Anti Bullying/Peer on Peer Abuse Policy which is accessible from the school office or on the school website.</p> <p>All schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited under the Equality Act 2010. Schools should tackle prejudice and promote understanding between those who share a protected characteristic and those who do not, as set out in the Equality Act2010. The definition that has been adopted by the government and should be used when considering prejudice related incidents ‘A prejudice related incident is any incident which is perceived to be prejudice by the victim or any other person’</p>	<p>Forced marriage is not the same as an arranged marriage, as it involves coercion and force as opposed to a marriage based on free choice. It affects both males and females.</p>
<p>Domestic violence and abuse, Gender-based violence and teenage relationship abuse involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been in</p>	<p>Gangs and youth violence. Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils,</p>

<p>relationships or family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships.</p> <p>So-Called Honour-based Violence</p> <p>So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.</p>	<p>and the power to search pupils for prohibited items. Child Criminal Exploitation Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Consideration should be given to the trafficking element of this area of safeguarding and if appropriate a referral is made to the National Referral Mechanism.</p>
<p>Drugs. As part of school’s duty to promote pupils’ wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Government’s drug strategy (2010) to provide information, advice and support to pupils via the curriculum</p>	<p>Fabricated or induced illness. This supplementary guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008), sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.</p>
<p>Child and Adolescent Mental Health. Good mental health and resilience are fundamental to our children’s physical health, relationships, education and to achieving their potential.</p>	<p>Faith abuse. The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.</p>
<p>Radicalisation: The school is aware of its responsibilities under the Prevent Statutory Duty through the Counter Terrorism and Security Act 2015. The duty requires schools to consider the need to safeguard children from being drawn into terrorism. The duty is designed to help ensure that vulnerable individuals who are at risk of radicalisation are supported as they would be under other safeguarding. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas and build their</p>	<p>Private Fostering is essentially arrangements made privately 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 relative, under the Children Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. 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. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that</p>

<p>resilience to radicalisation. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into supporting terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed and monitored in order to prevent and identify access to terrorist and extremist materials on line at the school.</p>	<p>continuity is not broken by the occasional short break.</p> <p>Cleve House School has a responsibility to refer to Children's Services any private fostering arrangement. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.</p> <p>Consideration should be given to arrangements for 'staying with host families' if they would constitute private fostering arrangement.</p>
<p>Online Sexual Abuse The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.</p>	<p>Attendance Schools, including academies and free schools, must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals in which they will inform local authorities of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission. Schools must also notify the local authority if a pupil is to be deleted from or added to the school roll at non-standard transition times (see CME guidance detailed in Section 11 of procedures in this document). Schools should monitor attendance and address it when it is poor. Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils.</p> <p>When a child is on a part-time timetable this will be reviewed on a regular basis (at least monthly).</p>
<p>Sexual Violence and Sexual Harassment between children in schools and colleges Sexual violence and sexual harassment can</p>	<p>Children and the Court System A child may at some point experience the</p>

<p>occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all children involved are taken seriously and offered appropriate support. It can take place in Primary schools. Child on child sexual violence and sexual harassment exists in many forms, from calling someone sexualised names, flicking bra straps, lifting up skirts, grabbing bottoms, breasts, genitalia to sexual assault and rape. Sexual violence and sexual harassment is not acceptable and never be tolerated, it should never be seen as an inevitable part of growing up.</p>	<p>court system for a number of different reasons this may include being a witness to a crime or it could be as a result of child care arrangement being made in the Family Court. Whatever the reasons it is important the child is supported through this process</p>
<p>Children with a Family Member in Prison</p> <p>These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders NICCO (see KCSIE 2020) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.</p>	<p>Homelessness</p> <p>Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.</p>
<p>Alternative Provision</p> <p>Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.</p>	<p>Online Safety</p> <p>The breadth of issues classified within online safety is considerable and can be linked to issues such as child sexual exploitation and radicalisation. Issues can be categorised into three areas of risk:</p> <ul style="list-style-type: none"> • content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views; • contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; • conduct: personal online behaviour that

	<p>increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying. (KCSIE 2019).</p> <p>Abuse can take place wholly online or technology may be used to facilitate offline abuse.</p> <p>The school will ensure it is proactive in addressing online safety through:</p> <ul style="list-style-type: none"> • Education of pupils through the curriculum; • Keeping parents up to date on how to support keeping their children safe online; • Reviewing online safety practices as part of a whole school approach to online safety; • Filtering and monitoring to protect users but not leading to unreasonable restrictions; • Staff training which is integrated, aligned and considered as part of the overarching safeguarding approach; • Information sharing to enable the school community to be kept up to date.
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Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education - Annex A (2020).

Part 2: Procedures

1. Reporting Concerns

The procedures to respond to a concern about a child are detailed in Appendix B and C.

1. **Always stop and listen straight away** to someone who wants to tell you about incidents or suspicions of abuse.
2. **If you can, write brief notes** of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said) – and keep your original notes, however rough and even if you wrote on the back of something else, (it's what you wrote at the time that may be important later – not a tidier and improved version you wrote up afterwards). If you don't have the means to write at the time, makes notes of what was said as soon as possible afterwards.

3. **Do not give a guarantee that you will keep what is said confidential or secret** – if you are told about abuse, you have the responsibility to tell the right people to get something done about it (see below). If asked, explain that you are going to tell the people who can provide help, but that you will only tell people who absolutely have to know.
4. **Don't ask leading questions** that might give your own ideas of what might have happened (e.g. *"did he do X to you?"*) – just ask *"what do you want to tell me?"* or *"is there anything else you want to say?"*. Refer to the TED questions below.
5. **Immediately tell the designated person** (unless they are themselves accused or suspected of abusing, in which case this must be reported to the Headteacher) – don't tell other adults or young people what you have been told.
6. **Discuss with the designated person** whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you).
7. **Never attempt to carry out an investigation** of suspected or alleged abuse by interviewing people etc – social services and police staff are the people trained to do this – you could cause more damage and spoil possible criminal proceedings.
8. **As soon as possible** the designated person or you should refer the matter to the local social services department (helped by your notes). Follow their requests about what to do next. They will set up any necessary investigations, and can advise you.
9. **Never think abuse is impossible** in your school or group, or that an accusation against someone you know well and trust is bound to be wrong.

TED Questions:

Tell me about this

Explain what happened

Describe this to me

PROCEDURES FOR RECEIVING A COMPLAINT OF ABUSE

Allegations against staff

The School has procedures for dealing with allegations against staff or volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures (which are set out fully in Appendix 2) follow part four of Keeping Children Safe in Education (September 2020) and will be used where the member of staff or volunteer has:

1. Behaved in a way that has harmed a child, or may have harmed a child;
2. Possibly committed a criminal offence against or related to a child; or
3. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Staff guidance: Guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. Staff should be particularly careful in situations where they are alone with pupils providing one-to-one tuition. This guidance is conveyed at safeguarding training for staff and a **Staff Code of Conduct** document is issued to staff and is in the staff induction folder.

Any concern about a member of staff should be raised with the Head Teacher immediately regardless of how unlikely it seems that there would be any substance to the concern. No further action may be necessary but it is important that the information is brought to the attention of the Head Teacher in the first instance.

2. Involving Parents and Carers

In general, the DSL will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

3. Multi Agency Working

Staff work in partnership with other agencies in the best interests of the children. If there are child protection concerns, referrals should be made by the DSL (or Deputy DSL) to First Response by phone (0117 9036444); in less urgent cases, the DSL should use the web form to contact First Response. 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.

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

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 pro-forma found at <https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/attendance-and-exclusions>

4. Exclusions

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil 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 relevant people.

5. Private Fostering Arrangements

Where schools and colleges become aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone who is not a close relative, for longer than 28 consecutive days in that person's home, they should raise this, in the first instance, with the DSL. The school or college should notify the local authority of the circumstances, via First Response. Once notified, the local authority will check that the arrangement is suitable and safe for the child and assess the child's circumstances.

6. CHILDREN IN NEED

In addition to children who are being abused or at risk of serious harm, the School recognises that there may be children in need who require support and help. Children in need include, but are not restricted, to those:

- suffering from eating disorders
- coping with a disability
- undergoing certain medical treatments
- caring for a family member at home
- being left alone at home at an inappropriate age or for extended periods.

7. CHILD SEXUAL EXPLOITATION AND FEMALE GENITAL MUTILATION

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Bristol's problems around child sexual exploitation were highlighted in 2015 after a major police operation saw 13 men sentenced to more than 100 years in prison for raping and paying young girls for sex. The Bristol Safeguarding Children Board introduced a strategy in July 2015 in order to deal with CSE.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including 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.

Female Genital Mutilation (FGM)

FGM Reporting Guidance

- **Mandatory reporting duty (regulated staff only e.g. teachers):**
Phone 101 if a known case (999 if the child is in immediate risk of harm). It is also good practice to phone First Response to notify of this.
- For suspected cases, there are risk indicators that staff need to be made aware and these can be found in the [BSCB FGM Safeguarding Guidance 2017-2020](#).
- **Cleve House School** has decided to take proactive action to protect and prevent our girls being forced to undertake FGM in line with guidance from the BSCB.
- **Attendance/Extended holiday requests:**
Requests for holidays during term time are ordinarily refused and are only granted in exceptional circumstances, following receipt of a written request by parent/carers in good time.

If there is a suspicion that a girl may be travelling for the purposes of FGM, or that they have had a spell of sickness and absence where there are signs that the girl has been subjected to the practice, the school will follow its safeguarding processes.

Prior to referring to First Response, The Designated Safeguarding Lead will conduct a FGM Referral Risk assessment to ensure a proportionate response. As part of this they may invite parents to discuss travel arrangements and their attitudes towards the practice. An explicit conversation with the parent will need to take place about FGM, highlighting that the practise is illegal in this country and is classified as child abuse. It should be made clear that the law in this country protects girls who are habitually resident abroad so that it is also illegal to take the girl overseas to perform FGM. As part of the FGM referral risk assessment the parent's response and reactions to this will be noted. Consent should be sought to seek or share information to support an effective assessment of risk. The Designated Safeguarding Lead will use the FGM risk assessment to determine whether any further action should be taken. Proportionate action will be taken in response to any identified risks. If a girl is identified to be at high risk of FGM, then a referral to First Response should be made.

- **What happens next?**

First Response will make a risk assessment based on the information provided, and the information they may already hold on the family. The likely outcome is that a joint visit with the police and social care will be made where a written agreement will be signed. They may also take further action if further assessment is needed. If the outcome of the FGM referral risk assessment is low, then the school will provide the family with literature containing advice and guidance. The school will continue to monitor and support the needs of the girl as part of their universal offer.

If the outcome of assessment is medium or high, referral to First Response will need to be considered where a safeguarding assessment will be undertaken by a social worker. Further action may be taken to reduce the risk of FGM being practiced using a Signs of Safety approach.

8. Children Missing from Education (CME)

(To be read in conjunction with the Attendance Policy)

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The school must 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 (2018) and Bristol City Council Education Welfare Service – Children Missing Education available at:

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

WHEN A PUPIL MOVES TO ANOTHER SCHOOL

All children, regardless of their circumstances are entitled to a full time education which is suitable to their age, ability aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later in life. The Pupil Registration (England) Regulations, 2006 (Regulation 12) require all schools, including Independent Schools, to inform their local authority of any pupil who is going to be deleted from the admissions register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- Have a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period or,
- Have been permanently excluded

The Regulations also require all schools to inform the local authority of details of pupils who have been absent from school for 10 continuous school days and where contact cannot be made with the parent/carer to establish the reason for absence.

9. Allegations against pupils (Peer on Peer Abuse)

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to, bullying (including cyberbullying), gender based violence/sexual assault and **sexting**. Staff should always be clear that abuse is abuse and should never be tolerated or passed off as a “**banter**” or “part of growing up”.

The recipient of the Disclosure should make a written record of the details. The record must not contain opinion, gloss or speculation. The person disclosing should agree the facts and if possible sign the record. The record must be given immediately to the DSL/Deputy DSL, who will undertake an Urgent Initial Assessment. Students will be interviewed and the DSL/ Deputy DSL will decide on an appropriate course of action to deal with each student involved. The School will liaise with parents/guardians and/or refer the case to an external agency if there is a risk of serious harm.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour will apply. The School will take advice from the BCSB and First Response Team including the **legal threshold** on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse and consider them as "at risk".

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the BCSB First Response Team parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil.

Support for those involved in peer on peer abuse (both parties) will be offered, with regular monitoring by the Designated person. If children's social care have been involved then support may be provided through the Early Help or wider safeguarding team.

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse. Where an allegation of abuse against one or more pupils has been made or where a member of staff, or volunteer is concerned about peer on peer abuse, the child protection procedures set out in this policy should be followed and the Designated Person informed. The pupil(s) accused of abuse and the victim of abuse will both be treated as at risk and a referral will be made to children's social care in respect of either child if that child is suffering or is at risk of harm.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

8. Is serious, and potentially a criminal offence;
9. Could put pupils in the school at risk;
10. Is violent;
11. Involves pupils being forced to use drugs or alcohol;
12. Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If a pupil makes an allegation of abuse against another pupil:

13. You must tell the DSL and record the allegation, but do not investigate it;
14. The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
15. The DSL will put a risk assessment and support plan into place for all children involved – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed;
16. The DSL will contact the children and adolescent mental health services (CAMHS), and other agencies if appropriate.

We will minimise the risk of peer-on-peer abuse by:

17. Challenging any form of derogatory or sexualised language or behaviour;
18. Being vigilant to issues that particularly affect different vulnerable groups—Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
19. Ensuring pupils know they can talk to staff confidentially by providing them with a key member of staff to ensure their wishes are understood;
20. Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

10. Sexual Violence and Sexual Harassment

This is a particular form of peer on peer abuse. Dealing with such cases are complex and the DSL will take a lead role in managing the situation on a case by case basis. However, all staff should ensure that

- **all** who experience abuse are reassured that they are being taken seriously and that they will be supported and kept safe;
- Those who experience abuse should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment;
- Nor should those who experience abuse ever be made to feel ashamed for making a report.
- They recognise that Upskirting is now a criminal offence

In addition to existing advice about managing a disclosure contained in this policy, staff will follow Searching, Screening and Confiscation Advice 2018.

The DSL will manage any incidents in line with the guidance contained in Part 5 KCSIE 2020 and Sexual violence and sexual harassment between children in schools and colleges 2018.

11. Preventing Radicalisation

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Police South West Counter Terrorism Unit.

All referrals are received by the Police to consider and screen and the vulnerability is assessed, this may involve a multi-agency Channel panel to gather information from partners and meet to consider the referral, agree level of vulnerability and what kind of support may be needed. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. An individual's engagement with the programme is entirely voluntary at all stages. To make a referral, complete the referral form (available via the BSCB website and Trading with Schools) and send it to the Police Prevent Team at:

ChannelSW@avonandsomerset.pnn.police.uk

For advice and guidance in making a referral or about a student causing concern: Tel. 01278 647466.

12. CONFIDENTIALITY AND INFORMATION SHARING

Whilst the General Data Protection Regulation (GDPR) 2016 and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss. The school will use the government's guidance 'Information Sharing: Advice for practitioners providing services to children, young people, parents and carers' (2018) to help manage information sharing in school.

Pupil child protection records:

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with

police and social services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 and in accordance with the requirements of Working together to safeguard children (2018). The Designated Person will ensure that if a pupil who is subject to a child protection plan moves to another school, their child protection file will be transferred securely (and sent separately from the main pupil file) to a designated contact at the new school and confirmation of safe receipt obtained.

A copy of a pupil's safeguarding file always stays at **Cleve House School**.

Allegations against staff: Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and social services to agree the information that should be disclosed and to whom.

STAFF USE OF ICT, MOBILE PHONES AND OTHER ELECTRONIC DEVICES.

We recognise that mobile phones and devices are very much part of everyday life but also that they can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others. Throughout this guidance the term 'mobile phone' is used but is intended to cover all mobile devices, including cameras, smartphones or any other such device with the facility to make/receive calls, capture images and/or share data. Mobile phones should not interfere with work and staff are therefore not permitted to use their mobile phones/devices whilst on active duty, be that teaching in the classroom, during activities or on supervisory duty, unless for the execution of their duties. Private use of mobile phones may occur during staff breaks, but any such use should be: discreet and appropriate; infrequent; out of lesson time; and never in the presence of pupils. We can never permit professional staff to behave in an unprofessional manner, so the use of any devices, be they PC, tablet or phone, for keeping up with eBay bids or Facebook interactions or similar whilst on duty is strictly forbidden. On some occasions, School trips for example, staff will be required to carry a mobile phone. The School has a mobile phone specifically for this use.

PARENTS AND PUPILS USE OF ICT, MOBILE PHONES AND OTHER ELECTRONIC DEVICES.

Pupils are permitted to have a mobile phone if they have permission to be walking to and from school on their own. The mobile phone should be handed into the school office for safe keeping when they arrive in the morning and picked up at the end of the school day.

Parents are permitted to have a mobile phone or other electronic device, but whilst inside the main school and **EYFS** the device should not be used.

RESTRICTIONS FOR USE OF MOBILE PHONES AND CAMERAS IN THE EFY SETTING.

No mobile phones or other devices with cameras should be used inside the building without permission from a member of staff.

Sharing of mobile numbers with pupils

Under most circumstances, it is not appropriate for a member of staff to contact a pupil or parent/carer using their personal mobile phone. Staff with pupils in the school who have shared their number with parents should declare this to the Designated Safeguarding Lead. If a member of staff needs to make telephone contact with a pupil, a School telephone should be used. The sending of inappropriate text or multimedia messages between any member of the School community is not allowed. This guidance is to safeguard both members of staff and the School. Any failure to comply with this guidance is likely to result in disciplinary action (or, in certain circumstances, a child protection allegation) and the appropriate disciplinary procedures will apply.

TAKING, STORING AND USING IMAGES OF CHILDREN

Pupils may use cameras or any mobile electronic device with the capability for recording and/or storing still or moving images only with the express permission of the member of staff in charge and with the permission of those appearing in the image. We will not tolerate any illegal material, and will always report illegal activity to the Police and/or the Local Child Safeguarding Board (LCSB). If we discover that a child or young person is at risk as a consequence of online activity, we may seek additional assistance from the Child Exploitation and Online Protection Unit (CEOP). We will impose a range of sanctions on any adult, child or young person who misuses technology in this way. Using photographic material of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline. If there is reason to believe that a pupil has used mobile technology for illegal activity or to bully, harass or intimidate others, pupils must allow staff to seize their mobile phone and/or camera pending further enquiries. The posting of images which in the reasonable opinion of the Head Teacher is considered to be offensive on any form of social media or websites such as YouTube etc is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of the material, irrespective of whether the image was posted using School or personal facilities.

MONITORING AND REVIEW

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the School (which will include a review of this policy) to determine whether any improvements can be made to prevent a similar event from occurring in the future.

Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures. This will include a review of the School's co-operation and communication with local agencies.

In addition, the Designated Person will monitor the operation of this policy and its procedures.

The DSL will undertake an annual review of this policy and the School's safeguarding procedures. The DSL will meet with the SLT and take into account any issues raised as a result of any review within the School. The outcome of the review is reported to the SLT annually. As part of their review, the DSL will monitor how efficiently duties have been discharged and will make recommendations for any changes to policy and procedures necessary.

The DSL will ensure that any deficiencies or weaknesses in regard to safeguarding arrangements at any time are remedied without delay.

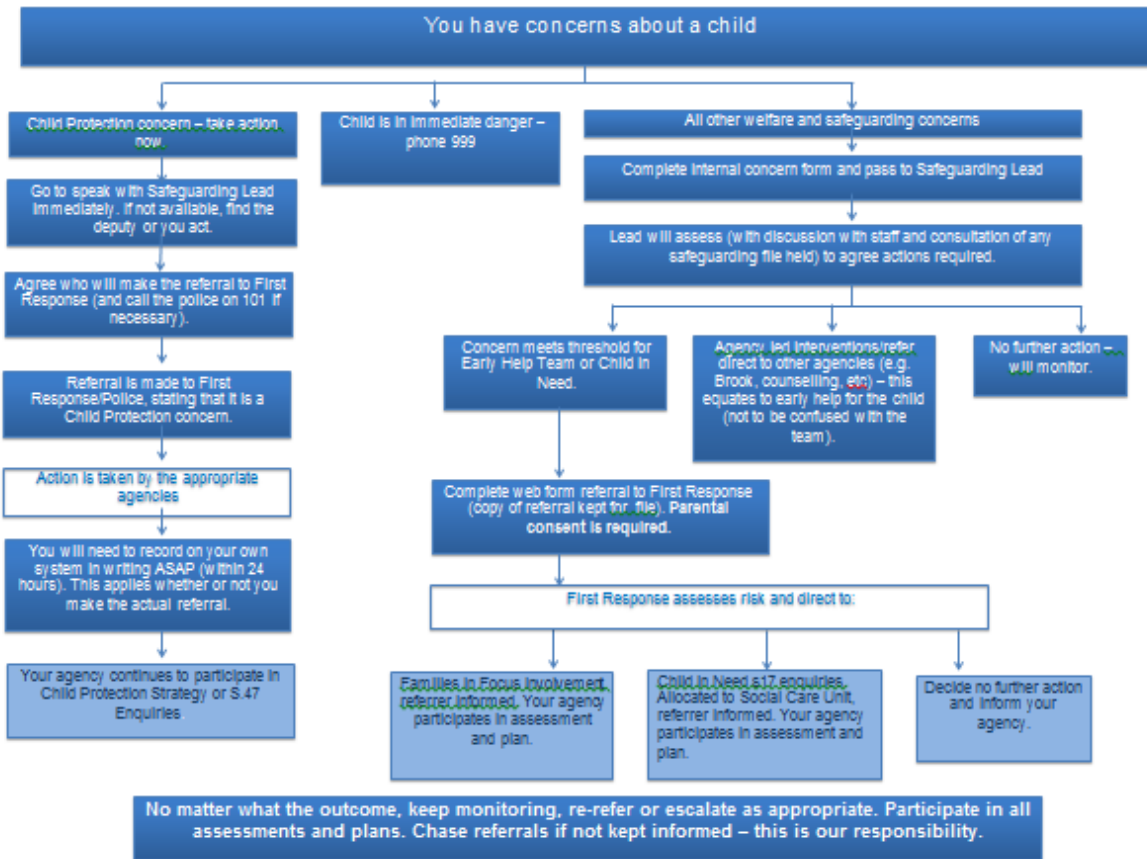
Appendix A

Key Documentation, procedures and guidance

- Keeping Children Safe in Education (2020)
- What to do if you're worried a child is being abused: advice for practitioners (2015)
- Working Together to Safeguard Children (2018)
- Designated teacher for looked after children (2018)
- Revised Prevent Duty Guidance for England and Wales (2019).
- CONTEST strategy 2018
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018).
- The Teachers' Standards (2012) Introduction updated June 2013
- Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
- Listening to and involving children and young people (2014)
- Alternative provision (2016)
- Behaviour and discipline in schools (2016)
- Children Missing Education (2018)
- School behaviour and attendance: parental responsibility measures (2017)
- Multi-Agency statutory guidance on female genital mutilation (2018)
- Promoting the education of looked-after children (2018)
- Supervision of activity with children (2012)
- Disqualification under the Childcare Act 2006 (2018)
- Education for children with health needs who cannot attend school (2013)
- SEND code of practice: 0 to 25 years (2015)
- Supporting pupils with medical conditions at school (2017)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- Use of Reasonable Force in Schools (2013)

Appendix B

Reporting Concerns Flow Chart - (Children living in Bristol)



For further information about referring concerns please visit the BSCB Website Guidance on Making a Referral to First Response:

<https://bristolsafeguarding.org/children-home/training/#FRGuidance>

Appendix B



BRISTOL
LEARNING CITY

If you have concerns about a child...

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 First Response

FIRST RESPONSE

0117 9036444

(Out of Hours Emergency Duty Team 01454 815 185)

To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carer consent).

FIRST RESPONSE

<https://www2.bristol.gov.uk/form/child-or-young-person-request-support-or-report-concern>

To raise concerns and ask for advice about extremism (also contact First Response).

PREVENT DUTY

01278 647466

channelsw@avonandsomerset.pnn.police.uk

For advice and guidance about whether to make a referral.

Families in Focus (N) 0117 3521499
Families in Focus (E/C) 0117 3576460
Families in Focus (S) 0117 9037770

For information, advice and guidance in relation to safeguarding policy and procedures.

Schools Safeguarding Advisors

North

Lesley O'Hagan
0117 9223756
07901102652

East/Central

Henry Chan
0117 9224282
07464989157

South

Helen Macdonald
0117 9223710
07464 989 155

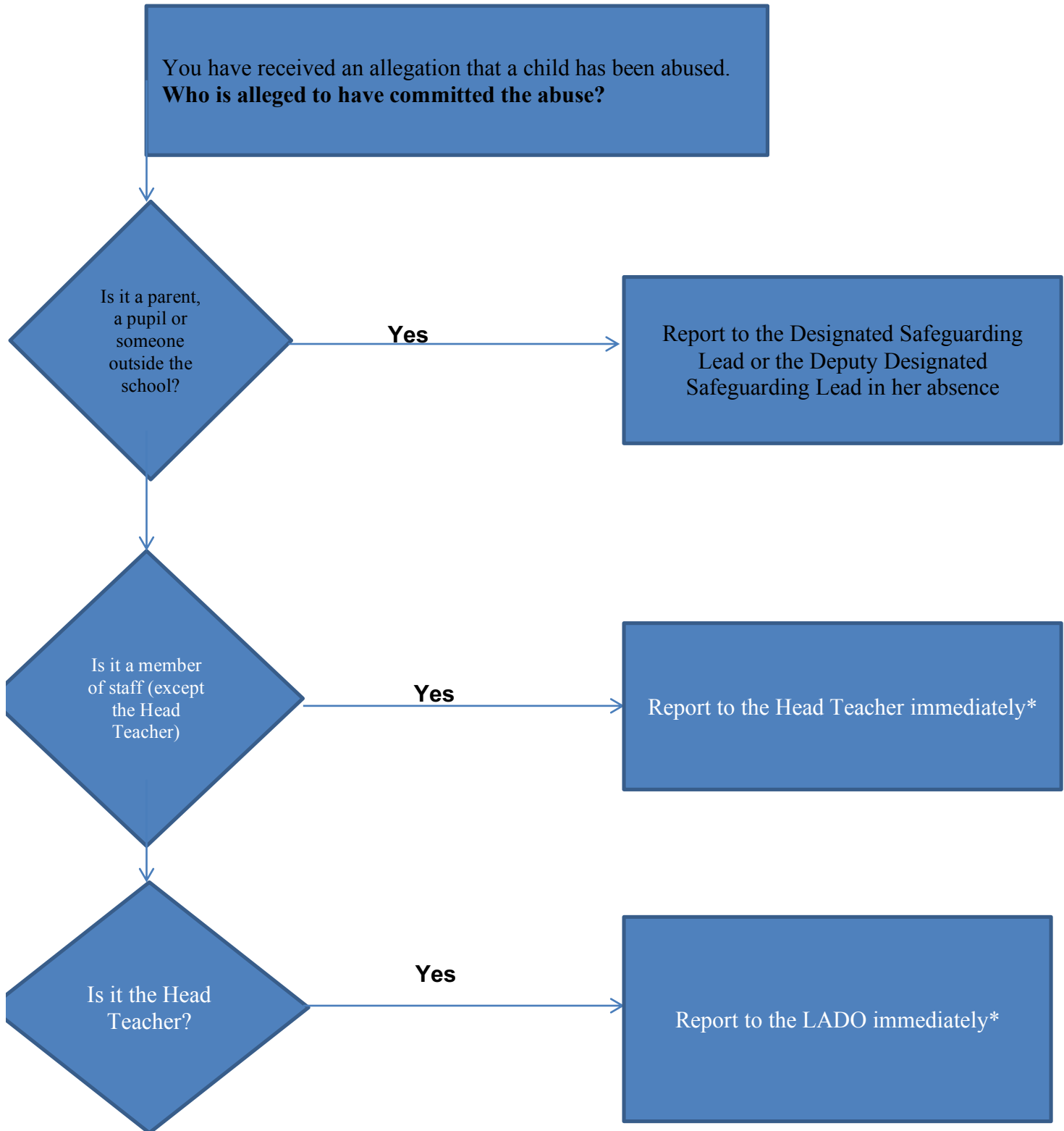
If you have concerns about a professional working with a child...

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 0117 9037795**

Appendix B

Allegations flowchart.



***The LADO must be contacted.**

Appendix B

Other Local Authority Contacts

If you have concerns about a child who lives in **South Gloucestershire** contact:

- **01454 866000 - First Point** Monday to Friday 9-5pm
- **01454 615165** - Out of hours/Weekends

<http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/concerned-about-a-child-2/>

If you have concerns about a child who lives in **North Somerset** contact:

- **01275 888 808 – Single Point of Access (SPA)** Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm
- **01454 615165** Out of hours/Weekends

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

If you have concerns about a child who lives in **Bath and North East Somerset (BANES)** contact:

- **01225 396312 or 01225 396313 Children and Families Duty and Assessment Team** Monday-Friday 9am-5pm
- **01454 615165** Out of hours/Weekends

<http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection>

Remember in an emergency please ring **999**

Appendix B

Useful links and contact details

First Response – 0117 903 6444

Bristol Safeguarding Children Board
City Hall
College Green
BRISTOL BS1 5TR
Telephone: 0117 903 7786
bscb@bristolgov.uk

If you urgently need help outside of office hours you can contact the Emergency Duty Team

Phone 01454 615 165

Independent Schools Inspectorate Email: info@isi.net
Telephone: 020 7600 0100
Fax: 020 7776 8849
Address: CAP House, 9-12 Long Lane, London, EC1A 9HA

Ofsted
Email: enquiries@ofsted.gov.uk
Telephone: 0300 123 4234
Address: Piccadilly Gate,
Store Street, Manchester, M1 2WD

Disclosure and Barring Service <https://www.gov.uk/government/organisations/disclosure-and-barring-service> Email: dbdispatch@db.sgi.gov.uk
Address: DBS, PO Box 181, Darlington, DL1 9FA Telephone 01325 953795

'Keeping Children Safe in Education (2019) (KCSIE)

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

Working together to safeguard children 2018

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

NSPCC Inform website
<http://www.nspcc.org.uk/Inform>

Guidance for safer working practice for adults who work with children and young people

https://www.gscb.org.uk/media/1289/guidance_on_safer_working_practice_for_adults_working_with_cyp_-_august_2014-40127.pdf

Appendix C

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him 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.
- 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 s/he has 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 s/he has 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 the 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.

Recognise – Respond – Reassure – Refer - Record

Appendix C

Reporting (Disclosure) Form

To be completed by a member of staff

Remember:

- ask "open" questions and not leading questions, that is, a question which suggests its own answer
- listen carefully and keep an open mind
- do not take a decision as to whether or not the alleged abuse or neglect has taken place.

Reporting form

Please Complete	
Date	
Time	
Place	
Member of staff present and position	
Full name of pupil (s)	
Ask the child to explain their concern or allegation and record details of the matter in the space below. Use a separate sheet if necessary and then attach to the form.	
A non-exhaustive list of the details to be included: <ul style="list-style-type: none">• what was said or done, by whom, to whom and in whose presence• when the incident took place and where• whether the child wishes their parents [or legal guardian] to be informed.	

Any additional comments or evidence

Details may include, for example, any concerns you may have about signs of physical abuse, emotional abuse, sexual abuse or neglect from outside of School.

Please also include a note of any other evidence, for example, written notes, items of clothing or mobile phone messages relating to the matter.

Any suspicion or complaint of abuse must be reported to the Designated Safeguarding Lead (Clare Fraser and Karen Ashe-EYFS) or in her absence, the Deputy Safeguarding Lead (Louisa Treherne). If the complaint involves a member of staff or volunteer, it should be reported to the Head Teacher. DO NOT investigate the matter, as this could prejudice the investigations of outside agencies. Where the concern or allegation is made against the Head Teacher, you must immediately inform the Deputy Head Teacher and in their absence the Designated Safeguarding Lead without first notifying the Head Teacher. Where the concern or allegation is made against the Designated Safeguarding Lead you must immediately inform the Head Teacher.

Please record what action you have taken and when

Full name of member of staff	
Signature	

Appendix D

Types of abuse and neglect

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 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.

<p>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.</p>	<p>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.</p>
<p>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,</p>	<p>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</p>

<p>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.</p>	<p>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.</p>
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Signs of abuse

Knowing what to look for is vital to the early identification of abuse and neglect. If members of staff are unsure they should always speak to children's social care. The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- a child going missing from education is a potential indicator of abuse or neglect.
- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums.
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- not trusting adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts

- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Appendix E

INDUCTION OF NEW STAFF IN CHILD PROTECTION

INTRODUCTION

Welcome to Cleve House School.

We hope that you will not feel new for too long. We believe that a comprehensive induction programme helps all of our new members of staff to settle into the school as quickly as possible, and to start to make an effective contribution.

All new teaching staff are allocated a mentor in their first year, whose role is to provide informal support and assistance.

INDUCTION PROCEDURES ON CHILD PROTECTION

Every new member of the teaching and non-teaching staff, including peripatetic musicians and sports coaches, cleaners and volunteers, will receive a safeguarding briefing before the commencement of their duties and contact with children. They will also receive a copy of 'Keeping Children Safe in Education' and will be expected to read at least Part 1 of this document. Thereafter, they are required to complete further in-house training by the Designated Safeguarding Lead within the first half term. The only adults who work or visit the school who are exempted from this requirement are:

- Occasional visitors, including occasional speakers and contractors, who sign in and are given a security badge by our Receptionist, who are escorted throughout their visit.
- Contractors such as electricians and cleaners, working on a designated site that is physically separated from the rest of the school, who are required to sign in and out at their site office and to wear security badges at all times.
- Contractors working during the school holidays.

Designated Safeguarding Lead

Mrs Clare Fraser, Deputy Head, Form Four Teacher and member of the Senior Leadership Team, is Cleve House School's Designated Safeguarding Lead. She has been fully trained for the demands of this role and regularly attends courses with other child support agencies to ensure that she remains familiar with best practice and that our policies and procedures are current and follow best practice. She receives refresher training in child protection and inter-agency working every two **years. She reports at least once a year to the Senior Leadership Team on child protection issues.**

WHAT IS THE REASON FOR THE TRAINING?

Child protection is always our top priority. Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe
- Promoting the welfare of pupils
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment

The Head Teacher and all staff (including volunteers) are required to take part in the training, regardless of their previous background or level of expertise. Refresher training in child protection for all staff (including the Head Teacher) is held at three yearly intervals.

WHAT TOPICS DOES THE TRAINING COVER?

Our induction training will tell you about:

1. Our pupil welfare systems starting with the roles of the following structures:

- The SLT formally consider child protection issues once a year, with day to day issues being delegated to Mrs C Fraser, Miss K Ashe (EYFS) and Miss L Treherne as Deputy Designated Safeguarding Lead
- The Senior Leadership Team and the Designated Safeguarding Lead
- Our partnerships with parents and guardians

We will describe our arrangements for providing additional support for pupils with SEN and for whom English is an additional language.

2. The Legal Framework for our Safeguarding/Child Protection and Anti-Bullying Policies.

We describe this briefly and cover our policies on:

- Anti-bullying
- Behaviour, Discipline and Exclusions
- Tackling Extremism
- SEND
- Equal Opportunities
- Educational Visits

Teaching staff have a particular responsibility for supervising pupils and ensuring that they behave with consideration and good manners at all times; but all staff need to be made aware of the school's policies in these areas. All staff are reminded of their important role in building positive relationships, identifying risks and keeping everyone safe. We cover internet and technological bullying, and the risks of the internet and social networking sites.

3. Understanding Challenging Behaviour.

We draw upon national guidance relating to the safeguarding and protection of children, the signs of abuse, and the duties of staff, as well as the role of specialist agencies. We shall explain our expectations of how they should respond in a difficult situation, why they cannot promise confidentiality to a pupil.

4. The School's Policies on Safeguarding/Child Protection.

All new staff will be expected to become familiar with our policies on:

- Safeguarding and Promoting the Welfare of Pupils (which includes Interaction with Pupils: A Code of Conduct for Staff and Practices and Procedures when a Member of Staff Faces Allegations of Abuse)
- Pupils and Confidentiality Issues
- Whistle Blowing

- The risks of radicalisation and how to identify children and young people at risk

5. Visitors and Site Security

This covers the need for visitors to be signed in at Reception and to be escorted about the school.

6. Effective Record Keeping

Why effective record keeping matters.

7. Refresher Training

The session concludes with reminding staff that refresher training is given at three yearly intervals and by inviting all staff to certify in writing that they have completed the training session.

New Staff Induction

Please sign and return to Mrs C Fraser

CHILD PROTECTION INDUCTION PROCEDURES in Cleve House School.

_____ have completed an induction session on
Child Protection Procedures. As a result, I:

(A) have read and understood the contents of the following documents

(I) Safeguarding Policy

(II) Whistleblowing Policy

(III) Use of ICT, Mobile Phones and Other Electronic Devices

(III) Photography and using Images of Children

(V) **Part 1** and **Annex A** of Keeping Children Safe in Education, (Sept 2019)

(VI) Staff Code of Conduct

(B) Am aware of procedures for Child Protection at Cleve House School

(C) Know that Mrs Fraser is the designated safeguarding lead and that I can discuss any concerns that I may have with her.

(D) Know that further guidance, together with copies of the policies are in the Staff Handbook, which is available in the school office.

(E) Understand it is my responsibility to familiarise myself with the document "Keeping Children Safe in Education", which is available in the staff room and in the staff induction folder.

(F) Understand the responsibilities of staff in this area, and the issues that may arise.

Signed _____

Date _____