



Policy for
Child protection &
Safeguarding
at
**ABBOT ALPHEGE PRIMARY
SCHOOL**

Bath and Mendip Partnership Trust

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Any named persons in this policy are outlined below:

Name: Sharon Badger Role: Designated Safeguarding Lead (DSL)

and Acting Head teacher

1. Introduction

1 Purpose of policy

This Policy sets out how the school will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The school will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm. This policy has been adapted from the B&NES model Safeguarding and Child Protection Policy for schools. It should be read in conjunction with the South West Child Protection Procedures Procedure that can be found at www.swcpp.org.uk and the Local safeguarding website <https://www.safeguarding-bathnes.org.uk/>

2. Aims and Objectives of Policy

2 Roles and responsibilities

2.1 B&NES CHILDRENS SERVICES

- The Directorate includes Specialist and Targeted Children's Services; safeguarding and Quality Assurance services and Education services; they are responsible for:
- co-ordinating the delivery of integrated children's services within B&NES, including an early help service
- providing statutory social work services under the Children Act 1989 and the Children and Social Work Act 2017; Working Together 2018; Keeping Children Safe in Education 2019 and all associated guidance and other relevant legal frameworks
- providing the maintained schools with advice, support and guidance, model policies and procedures, training in relation to all aspects of safeguarding children
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education, including children who are known to be home educated.

2.2 Governing Body

The governing body will ensure that the school meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The school has the following policies in place and that these are regularly

- monitored, reviewed and updated where necessary;
- safeguarding policies and procedures covering early help and child protection that are consistent with B&NES Safeguarding Children Board procedures (and B&NES internal policies if a maintained school)
 - a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media. This is provided by The Bath and Mendip Partnership Trust.
 - a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.
 - The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory services and that children's plans are implemented and monitored.
 - There is a nominated governor with responsibility for liaising with B&NES on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
 - A senior member of staff is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
 - There is a designated teacher nominated to promote the educational achievement of looked after and previously looked after children and that this person has received appropriate training for their role.
 - Staff receive a thorough induction which includes the schools approach to safeguarding. Staff are given copies of all relevant safeguarding and child protection policies including the staff code of conduct policy and are required to read them.
 - Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school and there are robust whistleblowing procedures in place.
 - Steps are taken to ensure parents and pupils are aware of the school safeguarding and child protection policies and procedures.
 - Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
 - The school has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
 - All staff receive safeguarding and child protection training at least every 3 years and receive regular updates (e.g. via email, e-bulletins and staff meetings) as required, but at least annually, from the designated safeguarding lead to ensure they remain up to date with new legislation and

current local and national safeguarding issues.

- The school has procedures in place to deal with allegations made against other pupils.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children, and there is a robust system in place for gaining feedback from pupils.

2.3 Schools and Head teachers

The head teacher will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly and have read all the schools' safeguarding and child protection policies, behaviour policies and the B&NES children missing from education policy so that they are fully aware of their role in safeguarding children and are able to fully implement policies.
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals to B&NES Children's Services.
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- The school offers a safe environment for staff and pupils to learn, and for children who may have concerns to report them.
- The school's curriculum includes how children are educated to be safe and to recognise and stay safe from abuse. (The NSPCC deliver assemblies and workshops on a two yearly cycle as well as in PSHE lessons)
- Safeguarding issues are brought to the attention of the governing body.
- The Executive Headteacher is responsible for liaising with the Local Authority Designated Officer (LADO) about all allegations against a person in a position of trust. The Executive Headteacher will where it is necessary complete a referral to the LADO in respect of allegations made and will work directly with the LADO to ensure allegations are appropriately responded to, investigated and appropriate action is taken to ensure children are safeguarded.

Role of the Designated Safeguarding Lead

The role of the designated safeguarding lead and the deputies is to take lead

responsibility for safeguarding and child protection within the school and to be available during school hours for staff to discuss safeguarding concerns.

At WASPS there is one Safeguarding Lead and two deputies

The designated safeguarding lead (and deputies) will:

- liaise with and manage referrals to relevant agencies such as B&NES Children's Services, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- keep the head teacher and the board of governors informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues and completing Request for Service forms;
- ensure the school's safeguarding and child protection policies are up to date and consistent with B&NES Safeguarding Children Board policies and that policies are reviewed annually;
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them;
- attend regular training (in line with LSCB requirements), including Prevent awareness and Exploitation training, Child Protection Forums meetings hosted by B&NES in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices; At WASPS we have a senior teacher in charge for Prevent.
- provide regular updates received from B&NES Council and LSCB to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by B&NES at the Child Protection Forum meeting and safeguarding trainers via LSCB bulletins; designated safeguarding leads will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings);
- have an awareness of those children who may be in need, young carers and children who have special educational needs / disabilities and liaise with the Inclusion Lead when considering any safeguarding action for a child with special needs;
- liaise with the designated teacher for LAC/Post LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes;
- provide a link between the school and other agencies, particularly B&NES Children's Services and the B&NES Local Safeguarding Children Board;
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 3 years and receive regular updates (e.g.: via email, e-bulletins and staff meetings) as required, but at least annually;

- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved;
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support to the child on transfer.

2.5 Working with parents and carers

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school’s statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school web-site or on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers; Following the Bath and Mendip Partnership Trust Procedures;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

Staff are made aware of additional guidance available from the DfE on dealing with issues around parental responsibility:

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

2.6 Multi-agency working

The school will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2019.

The school recognises its vital role in safeguarding school-age children and will co-operate with the B&NES Community Safety & Safeguarding Partnership (which replaces the Local Safeguarding Children Board on 29th September 2019) to ensure joint working with partner agencies in order to improve outcomes for children in B&NES.

3. Main Body of Policy

3 Safeguarding children

The school will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully
- educating children to enable them to live safely now and in the future.

The school will refer to B&NES thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

[Threshold for Assessment](#) (June 2019)

All referrals for a children's social care service will be made by way of an **Early Help or Children's Social Care Request for Service Form**.

Parental consent for referral must be sought but a referral will be made regardless of consent being given in cases where the child is deemed to be at risk of significant harm.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

3.1 Early help cases

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
- young carers
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;

- children at risk of exploitation through modern slavery and trafficking;
 - children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
 - children who have returned home from care;
 - children who show early signs of abuse or neglect;
 - children at risk of radicalisation;
 - privately fostered children.
- Where the child's extra needs require services, consideration will be given to what early help support can be offered to a child by the school.
 - If the child requires an early help service from another agency, the school will make a referral to the Early Help service for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
 - Where the child is receiving an Early Help service, the school will work as part of the Team around the Child and take up the role of lead professional where this is appropriate.
 - Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given to making a referral for a statutory social work service.
 - Reference should also be made to the [Neglect Toolkit](#) (November 2018) and associated documents.

[Neglect Toolkit Checklist](#) (Word doc to use)

[Key Areas of Neglect](#)

3.2 Request for service (Referral) for a statutory social work service

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the designated safeguarding lead or their deputy, who are most likely to have the most complete safeguarding overview. Following consultation, the designated safeguarding lead should decide on whether to make a request for service to B&NES Children's Services via the Children and Families Duty and Assessment Team.

Where the risks identified do not meet the threshold for a strategy meeting but there is concern that a section 17 child in need assessment might not be the right

course of action, the concern is passed on to B&NES MASH team to gather relevant information from other agencies in order to make the recommendation of which route to pursue.

The Duty and Assessment Team will inform the school within 24 hours of receipt of any referral.

4 Child protection procedures

4.1 Role of school

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (*DfE 2018*)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- What to do if you're worried a child is being abused (*DfE2015*)
[What to do if you're worried a child is being abused - Publications - GOV.UK](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused)
- [The South West Safeguarding Children Board child protection procedures](https://www.proceduresonline.com/swcpp)
<https://www.proceduresonline.com/swcpp>
- Keeping Children Safe in Education (*DFE 2019*)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

In line with these policies and procedures, the school will:

- identify those pupils where there are child protection concerns and make a referral to B&NES Children's Services
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group (for children who are not deemed to be at risk but who have a child in need plan, the school will contribute to the development and monitoring of that plan)
- carry out the school's role in implementing the child protection plan and continually monitor the child's wellbeing, and liaising with the allocated social worker as required.

4.2 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.

- Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the duty social worker on a no-names basis.
- Concerns may be monitored over time and recorded on the school's incident form.

4.3 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to B&NES Children's Services;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the designated safeguarding lead.

4.4 Request for Service (Referral)

- Where possible, a decision on whether or not to refer a pupil to B&NES Children's Services should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns. However, this should not delay any referral and any member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the senior management team and take advice from the Duty social worker. The designated safeguarding lead should be informed as soon as possible.
- Referrals should be in writing using a **Children's Social Care Request for**

Service Form,

- completed either by the teacher raising concerns or by the designated safeguarding lead.
- Urgent child protection referrals will be accepted by telephone but must be confirmed in writing immediately via the correct form.

[request for service form](#)

- Calling the duty telephone numbers: 01225 396312 or 01225 396313
- Please email the form to: ChildCare_Duty@bathnes.gov.uk. Send by Fax: 01225 395416 (this is received by the duty team via email)

Referrals for disabled children can also be made using the request for service form above or by calling (01225) 396967

- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a "no names" basis with the Duty social worker to obtain advice on how to proceed.
- Parental consent must be sought prior to the request for service being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated B&NES social worker, the referral should be made directly to them. You do not need to complete another Request for Service form an email can be sent directly to the allocated social worker copying in their Team Manager also. If the child lives outside B&NES, a referral should be made to their home local authority.
- All referrals will be acknowledged by the Children and Families Duty and Assessment Team within 24 hours.
- If the school does not think the child's situation is improving within a reasonable timescale following referral, this should be taken up with Children Services via the designated safeguarding lead.

[LSAB & LSCB Escalation Protocol](#) (March 2019)

[Escalation Report Proforma](#) (March 2019)

4.5 Attendance at case conferences and core groups

The designated safeguarding lead will liaise with B&NES Childrens Services to ensure that all relevant information held by the school is provided to B&NES Childrens Services during the course of any child protection investigation.

- The designated safeguarding lead will ensure that the school is represented at child protection case conferences and core group meetings:
 - a report will be provided for all child protection case conferences and shared with the parents / carers for the child in advance of the conference
 - where possible, a member of staff who knows the child best, such as a class teacher or year group lead will be nominated to attend
 - failing that, the designated safeguarding lead or their deputy will attend
 - if no-one from the school can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

4.6 Monitoring

Where a pupil has a child protection plan in place and the school has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead and this will be shared in preparation for the conference or with the social worker if needed separately to the conference;
- the completed monitoring information will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings;
- the designated safeguarding lead will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing and will report to other Council staff as required.

4.7 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.

- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding forms that are used for Child Protection Conferences.
 - what the concerns were;
 - what action was taken to refer on concerns or manage risk within the school;
 - whether any follow-up action was taken;
 - how and why decisions were made;
 - who was notified of the concerns.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed;
 - whenever concerns arise or there is a serious incident or
 - where a child is being monitored, prior to a case conference or core group meeting.
- Where a child who is subject to a child protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that all relevant records are passed to the designated safeguarding lead at the new school.
- Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste; this will be done in accordance with the record retention policy.

4.8 Confidentiality & information sharing

All information must be shared in line with national and local procedures:

[LSCB Information Sharing Protocol](#) (June 2018)

[Information Guidance Part 1](#) (June 2018)

[Information Guidance Part 2: Case Studies](#)

[Information Sharing](#) : Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

- All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act 2005; otherwise consent should be sought from parents.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with B&NES Children's Services and make appropriate referrals. Equally, where a child protection investigation is taking place, schools and colleges must share any information about the child requested by B&NES Children's Services.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, schools should consider the proportionality of disclosure against non-disclosure.
- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the Duty and Assessment team on a "no names" basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom
and what will happen as a result. Parents should also be made aware of the school's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from B&NES Children's Services.

5 Early Years settings within schools

This section relates only to primary schools with nurseries and/or

reception classes

5.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school must meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

The school will ensure that children taught in reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

Safeguarding and child protection

All safeguarding and child protection policies listed in sections 3 and 4 of this Policy will apply equally to children in early years' settings so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

- parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;

5.3 Suitable people

The school will follow the Safer Recruitment Policy set out in section 6 of this Policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this Policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the B&NES Policy "Guidance of the management of an

allegation against a member of staff” as referred to in section 6 of this document.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

5.4 Staff training, skills and supervision

The school will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- all policies set out in section 7 of this Policy will apply equally to early years staff;
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;
- all early years staff are able to communicate effectively in English both orally and in writing;
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips;

5.5 Staff ratios

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- parents are kept informed of staff members and numbers;
- children are kept within staff sight and hearing at all times.

For reception classes:

- class sizes will be limited to 30 pupils
- classes will be lead by a qualified teacher supported by suitably qualified support staff.

For before and after school provision, schools will decide how many staff will be required for adequate supervision based on the age and needs of the children

attending.

5.6 Health

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.
-

5.7 Health and safety and suitability of premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that records of parents details, and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day.

5.8 Managing Behaviour

The school will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the school's own policies and plans which will be specific for each child depending on their situation.

6 Safer recruitment

6.1 General principles

The school recognises safer recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable to do so and do not pose any kind of risk to children. The school will follow the Keeping Children Safe in Education guidance (DfE 2019).

- The school will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors, in accordance with statutory requirements.
- No staff member, volunteer, governor will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.

Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 6.4).

- All job advertisements and application forms will clearly state that the role is one in which safeguarding is of prime importance and that applicants will be expected to agree to undergo DBS and other checks as part of safer recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools will take up the safer recruitment training offered through B&NES Children's Services or any other accredited training provider.
- Although the Executive Head teacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.
- School staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- In school, the Executive Headteacher will be responsible for keeping a single central record of all staff and volunteers who work at the school.
- The single central records should include details of all checks carried out and the outcome of these checks or any certificates obtained in the format shown at appendix 3.
- Where the school has salaried trainee teachers, the school will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.
- For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with

children.

- Where staff are recruited via third parties such as employment agencies, the Executive Head teacher and or the board of governors will:
 - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
 - request written confirmation of the outcome of all checks
 - request written confirmation that an enhanced DBS certificate has been received by the agency
 - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

6.2 Checks to be taken out

The school will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on TRA Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order.
- Checks will be made to ensure any member of staff or governor involved in the management of the school is not barred from doing so under a section 128 direction.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system.

School is aware of the following central government guidance:

[Criminal records checks for overseas applicants - Publications - GOV.UK](#)

- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
-
- The school will keep copies of the following documents on staff personnel files:
 - documents used as proof of identity such as passports or driving licences;
 - a summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed);
 - documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

6.3 References

- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers, and who should be a senior member of staff with the authority to provide references. References from colleagues will not be acceptable.
- All references will be taken up prior to interview and will be requested directly from the referee, including references for internal candidates. Referees will be contacted to resolve any issues that emerge from the references provided.
- References will be taken up from current employers only; if the applicant is not currently employed, verification will be sought from their previous school/college as to the dates the applicant was employed and the reasons for leaving the post.
- Any information provided by applicants as part of an application process will be verified with independent sources and any reference received electronically will be checked to verify the originating source.

6.4 DBS checks

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of

the recruitment process.

Enhanced DBS checks which include barred list checks will be taken out on individuals who are involved in regulated activity.

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:

a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;

b) work for a limited range of establishments (known as 'specified places', **which include schools and colleges**), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional: • personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability; • health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor.

The school has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

6.5 Volunteers

When deciding whether a volunteer is sufficiently supervised to be taken out of regulated activity the criteria set out in **Statutory guidance: Regulated Activity (children) - supervision of activity with children which is regulated activity**

when unsupervised will be applied.

The Executive Head teacher will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- All volunteers will be required to undergo a recruitment process, such as references, DBS and other checks and interviews that is appropriate and proportional to the duties assigned to them.
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children should be subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check but this will not include a barred list check.
- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the Executive Head teacher will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
 - the nature of the role
 - what information is already known about the volunteer
 - what references from work or volunteering activity the volunteer has provided regarding suitability
 - whether the role is eligible for an enhanced DBS check.
- The school will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All volunteers will be fully inducted in relation to all school policies and procedures.

6.6 Governors and independent school management

The school will take out an enhanced DBS check on governors but a barred list check will only be taken out if the individual governor will be carrying out a regulated activity within the school.

The school will also take out a check with the Teaching Regulation Agency Teacher Services system to establish whether any individual seeking to become the governor of a maintained school or take up a position in the management of an independent school has been disqualified and therefore unable to do so.

6.7 Alternative education provision

Whenever the school places a pupil with an alternative education provider, the school will obtain written confirmation of the provider's safeguarding and child protection policies and ensure that appropriate safeguarding checks on individuals working at the establishment have been carried out.

The school will also take out a check with the Teaching Regulation Agency Teacher Services system to establish whether any individual seeking to become the governor of a maintained school or take up a position in the management of an independent school has been disqualified and therefore unable to do so.

7 Staff practice and conduct

7.1 Induction and training

- The Executive Head teacher will ensure that all staff are fully inducted, are made aware of the following policies of the school/college and that staff are fully aware of their role in implementing these:
 - Safeguarding and child protection policy and procedures
 - Behaviour policy
 - Staff code of conduct
- Staff will be asked to confirm in writing that they have received and read all relevant staff policies, including "What to do if you are worried a child is being abused" guidance and the current version of Keeping Children Safe in Education.
- The designated safeguarding lead will ensure that all staff are fully inducted with regard to the school child protection procedures, and that they receive safeguarding and child protection training on a two-yearly basis.
- The Executive Head teacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive multi-agency safeguarding training

provided by B&NES Local Safeguarding Children Board at the relevant level.

- As well as basic safeguarding training, the designated safeguarding lead and their deputy will receive specific training on their role and other relevant multi-agency training courses provided by B&NES Local Safeguarding Children Board.
- School staff will also receive training on the use of the Common Assessment Framework assessment and referral process as part of their safeguarding training.
- School staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation.

7.2 Conduct and safe teaching practice

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The Bath and Mendip Partnership Trust will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out their expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF "Guidance for safer working practice for adults working with children & young people" (2009).

<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>

- Staff will be expected to follow the Bath and Mendip Partnership Trust social media policy in terms of their use of social media, particularly in relation to professional standards and relationships with pupils.

7.3 Providing intimate or personal care to pupils

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

Schools must have a written policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult

intervention is needed, the following should be observed;

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

Schools must have a written policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- Staff should follow any agreed school policy or practice when providing intimate or personal care.
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.
- Parents should always be notified if intimate care has been provided.
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.
- When children are changing, levels of supervision should be appropriate to the pupil's age.
- Staff should avoid any physical contact unless a child needs help.
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

7.4 Behaviour management, physical intervention and restraint

The school has in place a behaviour management policy in line with government guidance and any use of physical intervention and restraint will be linked to the implementation of the school behaviour policy.

The school will use physical intervention and restraint only in line with the school policy and the child's specific plan.

Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found at:

[Behaviour and discipline in schools - Publications - GOV.UK](#)

[B&NES policy on physical intervention and restraint](#)

Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property.

Decisions on when to use physical intervention is a matter of professional judgement, and any intervention or restraint should be proportionate, reasonable and necessary to the perceived risk and should continue only for as long as the risk remains. Should such an intervention be required the school should record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

7.5 Music tuition

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child. Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- . ensure they behave in an appropriate manner and maintain professional boundaries at all times
- . only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed
- . make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why
- . ask the child's permission first and respect their wishes
- . ensure that the pupil is always nearest the door in the room so that their exit is not blocked
- . not to share musical instruments in particular woodwind or brass on grounds of health & safety
- . report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken.

The school should:

carry out a risk assessment around providing music tuition. This should include:

- . providing rooms/spaces that are adequately safe and open locations where the teacher can be easily observed by others, for example a door with glass in it
- . passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly
- . sharing information with tutors regarding any needs the student might have which will affect their learning
- . let parents known when they arrange tuition what level of physical contact may

take place as part of the activity

- record any reported incidents or issues and deal with these within the framework of the school's own policies
- make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.

7.6 Allegations against staff

In the event that an allegation is made against a member of staff or volunteer, the school will follow B&NES LSCB Managing Allegations Protocol

[Managing Allegations Protocol](#) (June 2018)

The Board of Governors should appoint the Executive Head teacher as the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members will be referred to the Executive Head teacher; allegations against the Executive Head teacher / Co Heads of school will be referred to the Board of Governors.

Please use the form Appendix 3: **Managing Allegations Referral Form to make a referral**

7.6 Whistleblowing

The school fosters a culture of openness in and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following:

- B&NES LADO Name: Sarah Hogan; Contact details: (01225) 396810

8 Health & safety and risk assessments

8.1 Responsibility for health and safety

The governing body and Executive Head teacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adapted by the school will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279429/DfE_Health_and_Safety_Advice_06_02_14.pdf

Day-to-day responsibility for health and safety issues in the school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training.

8.2 Risk assessments

The school/college will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole;
- for all school trips;
- when a pupil who has been excluded for risky or violent behaviour is returning to the school;
- whenever there are any changes to the school environment or school practices;
- following any serious incident.

8.3 Working with aggressive and violent parents

Where schools are working with families who are known to services and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the Executive Head teacher and the designated safeguarding lead and the information shared with B&NES Children's Services.

8.4 Site security and visitors

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The Executive Head teacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending

on the level of access they are likely to have to pupils.

- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Executive Head teacher will request written confirmation that relevant checks have been carried out for that individual.

- All visitors and contractors will be:
 - informed to report to reception on arrival;
 - expected to provide proof of identity
 - expected to wear a name-badge or carry some form of identification at all times when on the school premises;
 - suitably supervised by school staff at all times;
 - made aware of school health and safety procedures.

- The Executive Head teacher and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.

- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

8.5 Monitoring and review

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Executive Head teacher and the board of governors will ensure that;

- all school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the Executive Head teacher and governing body;
- the school keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the Executive Head teacher has an overview all accidents/incidents;

- serious accidents and incidents are reported to the board of governors;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action
- all aspects of health and safety are regularly monitored.

Part B: Additional safeguarding policies and procedures

B1 Children who are missing from education or home educated

School is aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Parents are asked to phone school and leave a message if their child is unable to attend school. If school have not been informed they will contact the parents as it is their duty to know where the child is. Parents are asked to provide contact details for at least 2 or more people who can be contacted in the event that a child does not attend school. School will refer to B&NES "Children missing from education" policy and the B&NES missing children protocol for further details available at

http://www.proceduresonline.com/swcpp/B&NES/p_ch_missing_educ.html

http://www.proceduresonline.com/swcpp/B&NES/p_ch_miss_care_home_ed.html

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- The CMEO must be notified of all decisions.
- If the child is already known to B&NES Childrens Services, their allocated social worker should be notified immediately.
- If the child is not known to B&NES Childrens Services, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to B&NES Childrens Services.

B2 Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse).

All staff should be clear as to the school's procedures with regards to peer on peer abuse. Where a pupil's behaviour is likely to cause significant harm to other pupils, for example but not limited to, bullying, cyberbullying, upskirting, physical violence or initiation rites, the school will refer the perpetrator and the victim to Children Services who may hold additional information on the children.

Where the harm is attributable to sexually abusive behaviour or sexual harassment, the school will follow the B&NES Harmful sexual behaviour procedure;

http://www.proceduresonline.com/swcpp/B&NES/p_sexually_harm_behav.html

further details can be found in section B4 below.

B3 Harmful sexual behaviour, sexual violence and harassment

- The school recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated. School behaviour management and anti-bullying policies will reflect the school approach and staff and pupils will be made aware of the standard of expected behaviour and the likely responses to any incidents of sexual violence and harassment.
- The school will follow the statutory guidance *Sexual violence and sexual harassment between pupils* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

B4 Prevention of radicalisation

The school's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Under Counter-Terrorism and Security Act 2015, the school/college also has a duty to refer young people on to B&NES Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

Where a school has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, the school will follow the guidance set out in the B&NES guidance "Safeguarding children and young people from radicalisation and extremism" available at:

https://www.proceduresonline.com/swcpp/B&NES/p_ch_from_abroad.html

Schools should always be a safe space for young people to explore new ideas and

perspectives, and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to Channel Panel is being considered the school should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The school designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from Children Services or the B&NES Prevent Lead (01225) 396364

B5 Mandatory reporting of Female Genital Mutilation (FGM)

The school will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:

[Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK](#)

Where a pupil makes a disclosure of FGM, the school will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the B&NES guidance available at

[LSCB & LSAB Female Genital Mutilation Guidance](#) (March 2019)

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the designated safeguarding lead before any action is taken.

B6 Online safety

As part of its duty to provide a safe learning environment and ensure pupils know how to remain safe online, the school/college will implement the recommendations of model schools online policy available at: <https://swgfl.org.uk/products-services/online-safety/resources/online-safety-policy-templates/>

B7 Looked after and previously looked after children and care leavers

The school recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The schools designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason; the designated safeguarding lead will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

School is aware of the new duty to promote the education of previously looked after children; these are defined as children who have left the care system as a result of adoption or special guardianship order. It is recognised that these children may face the same difficulties and have the same vulnerabilities as looked after children.

B8 Children with special education needs or disabilities (SEND)

The school is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and professionals may miss vital indicators.

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. The school will follow the B&NES guidance http://www.proceduresonline.com/swcpp/B&NES/p_disabled_ch.html

B9 Safeguarding vulnerable groups

The school is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, B&NES Childrens Services or other agencies in order to overcome problems or keep them safe.

The school will adhere to the following policies in order to respond to the needs of these vulnerable groups and referrals into B&NES Children Services need to be made:

- **Children at risk of forced marriage**

[*Forced marriage - Detailed guidance - GOV.UK*](#)

- **Domestic abuse and/or sexual violence**

http://www.proceduresonline.com/swcpp/B&NES/p_dom_viol_abuse.html

https://www.safeguarding-bathnes.org.uk/sites/default/files/B&NES_domestic_abuse_statement_final.pdf

- **Privately fostered children**

http://www.proceduresonline.com/swcpp/B&NES/p_ch_living_away.html?zoom_highlight=private+fostering

School has a legal duty to notify B&NES Council of any pupil they know to be privately fostered. Schools should notify B&NES Duty and Assessment team of any private fostering arrangements that come to their notice.

Young carers

https://bathnes.proceduresonline.com/chapters/p_young_carers.html?zoom_highlight=young+carers

If schools have concerns about a pupil they believe to be a young carer, they can contact B&NES Children Service for advice and can refer the pupil on for services

and support.

B10 Contextual safeguarding for young people

The school is aware that as young people grow more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school/college or from their own peer group. The school will adhere to the following policies whenever there are concerns that young people are at risk from any of these issues:

School is aware that many of these forms of exploitation are linked and that going missing from home or from education can be an indicator that young people are involved in child sexual exploitation, criminal exploitation, gang activity, modern slavery and trafficking.

- **Children at risk of sexual exploitation**

http://www.proceduresonline.com/swcpp/B&NES/p_ch_sexual_exploit.html

Further information and help can be obtained from;

Androulla (Andri) Nicolaou

Prevention Officer and Coordinator

Topaz Child Exploitation Team (Child Sexual & Criminal Exploitation)

CSEPrevention@avonandsomerset.police.uk

- **Young people at risk from gang activity or serious youth violence**

[Safeguarding children and young people who may be affected by gang activity - Publications - Inside Government - GOV.UK](#)

- **Modern slavery and trafficked children**

http://www.proceduresonline.com/swcpp/B&NES/p_modern_slavery.html

The B&NES LSCB protocol provides guidance for agencies where it is thought children have been trafficked into or within the UK or where they are vulnerable to modern slavery/forced labour.

- **Children who run away/go missing**

http://www.proceduresonline.com/swcpp/B&NES/p_ch_miss_care_home_ed.html

B11 Other relevant safeguarding policies

School can access guidance on the following policies at www.nspcc.org.uk and [Department for Education - GOV.UK](#)

Alternative provision

<https://www.gov.uk/government/publications/alternative-provision>

Anti-discrimination & harassment

Attendance

<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

Behaviour and discipline

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Bullying (including cyberbullying)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf

Children missing from school

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf

Complaints

Drugs/substance misuse

[Drugs: advice for schools - Publications - GOV.UK](#)

Educational visits

Equality and diversity

Exclusion of pupils

<https://www.gov.uk/government/publications/school-exclusion>

Fabricated or induced illness

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

Faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

First aid and administration of medicines

Supporting children with medical conditions

[Supporting pupils at school with medical conditions - Publications - GOV.UK](#)

No smoking (EYFS)

Mental health

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental Health and Behaviour - advice for Schools 160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

Physical intervention

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use of reasonable force - advice for headteachers staff and governing bodies - final july 2013 001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

Private fostering

Promoting British values/Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)

SRE

Sexting

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting in schools and colleges UKCCIS 4 .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4_.pdf)

Gender-based violence/teenage relationship abuse

Trafficking

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

4. Publication of Information

Information is shared as appropriate with the relevant class teacher. Relevant information about any pupils who are vulnerable is shared with all teachers in order that everyone can be vigilant and prepared to handle any situations arising in the day with care and sensitivity.

5. Review of Policy

The Governing Body regularly reviews this policy and its implementation. This policy will be reviewed January 2022

Appendix 1:

CHILD PROTECTION; DEFINITIONS AND INDICATORS

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none">• Inadequate or inappropriate clothing• Appears underweight and unwell and seems constantly hungry• Failure to thrive physically and appears tired and listless• Dirty or unhygienic appearance• Frequent unexplained absences from school• Lack of parental supervision
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Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals