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Safeguarding policy, including child protection

Author/Person Responsible	Head Teacher/Safeguarding Governor
Date of Ratification	02/10/18
Review Group	FGB
Ratification Group	FGB
Review Frequency	Annually
Review Date	October 2019
Previous Review Amendments/Notes	
Chair of Governors Signature	



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*Safeguarding is **everyone's** business
No pupil alone, No staff member alone, No school alone*

RATIONALE

This school is committed to safeguarding and promoting the welfare of pupils, staff, volunteers and visitors. Our Safeguarding policy aims to ensure we support every child's development in ways that will establish security, confidence and independence in protecting themselves and provides clear guidelines and expectations for all staff to help achieve these goals. It should be regarded as central to the well being of the child and is therefore seen to be an intrinsic part of all aspects of the curriculum. The policy draws upon all relevant publications, including; Local thresholds of continuum of need, CSE strategy, **Keeping Children Safe in Education 2018, PREVENT** Duty- departmental advice for schools and child care providers, Neglect toolkit, Learning Improvement Framework, Domestic Abuse toolkit, FGM guidance, What to do if you are worried a child is being abused, Information Sharing Guidance, Working together to safeguard children, link to SWCPP and the Safeguarding Board website. **We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that "it could happen here where safeguarding is concerned" (Keeping Children Safe in Education, 2018).**

The four main elements to this policy are:

- **Prevention** through the curriculum and pastoral support offered to pupils and their families
- School's child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns.
- **Support** for pupils who may have suffered significant harm, and their families.
- **Staff recruitment, management and support systems** which protect children

DEFINITIONS OF ABUSE

At Bowsland Green we define abuse in the following ways:

PHYSICAL ABUSE

- May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child
- This includes Female Genital Mutilation.

EMOTIONAL ABUSE

- The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development
- It may involve conveying to the child they are worthless or unloved (or) inadequate
- It may feature age or developmentally inappropriate expectations being imposed on children
- It may involve seeing or hearing the ill-treatment of another (and) serious bullying (including cyberbullying)
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

SEXUAL ABUSE



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- Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening
- May involve physical contact... or non-contact activities such as involving children in looking at, or in the production of sexual images, watching sexual activities, or grooming a child in preparation for abuse (including via the internet)
- Women and other children can also commit acts of abuse

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
- May involve a parent or carer failing to provide adequate food, clothing, shelter or protect a child from physical and emotional harm or danger
- Failing to ensure adequate supervision (including inadequate care-givers)
- May occur during pregnancy as a result of maternal substance abuse

AIMS

1. To ensure the school environment is as safe as possible we will;

- Apply whole school safeguarding policy and associated procedures consistently
- Relate the policy to the values and ethos of the school
- Equip children with the appropriate tools to make reasoned and informed choices, judgements and decisions regarding their own safety
- Establish and maintain a high profile for safeguarding children
- Follow the Local Authority policy to ensure acceptable strategies to comfort/restrain a child are used.
- **Ensure a minimum of two members of staff are TeamTeach trained.**
- Create the space so that children can be listened to and articulate their wishes and feelings
- Ensure that new staff are recruited according to Local Authority guidelines, ensuring every interview panel includes a member trained in safer recruitment

2. To make child protection a priority for all those associated with the school including pupils, parents, teachers, governors, volunteers and visitors we will;

- Designate responsibility for safeguarding children to a designated staff member, currently Michelle Engley and Faye Kitchen (Charlotte Harris in their absence).
- Use the school prospectus and website to publicise our safeguarding procedures
- Publish the policy to parents every two years, after review
- Designate a governor responsible for monitoring safeguarding policy and procedures; currently it is Mr Moxley Cooper
- Provide a model for open and effective communication between children, teacher, parents, agencies and other adults working with children
- Promote the Be Safe curriculum element on the school website
- Have a designated safeguarding information board for staff
- Hold regular safeguarding training sessions with all staff members
- Ensure all staff receive regular level 1 child protection training, the safeguarding lead and head teacher to be up to date with level 2 training



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- SLT meetings will include weekly opportunities to discuss pupils identified as at risk or who are on the Child Protection register. We recognise that no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time then everyone has a role in identifying concerns and taking prompt action.

Early Help

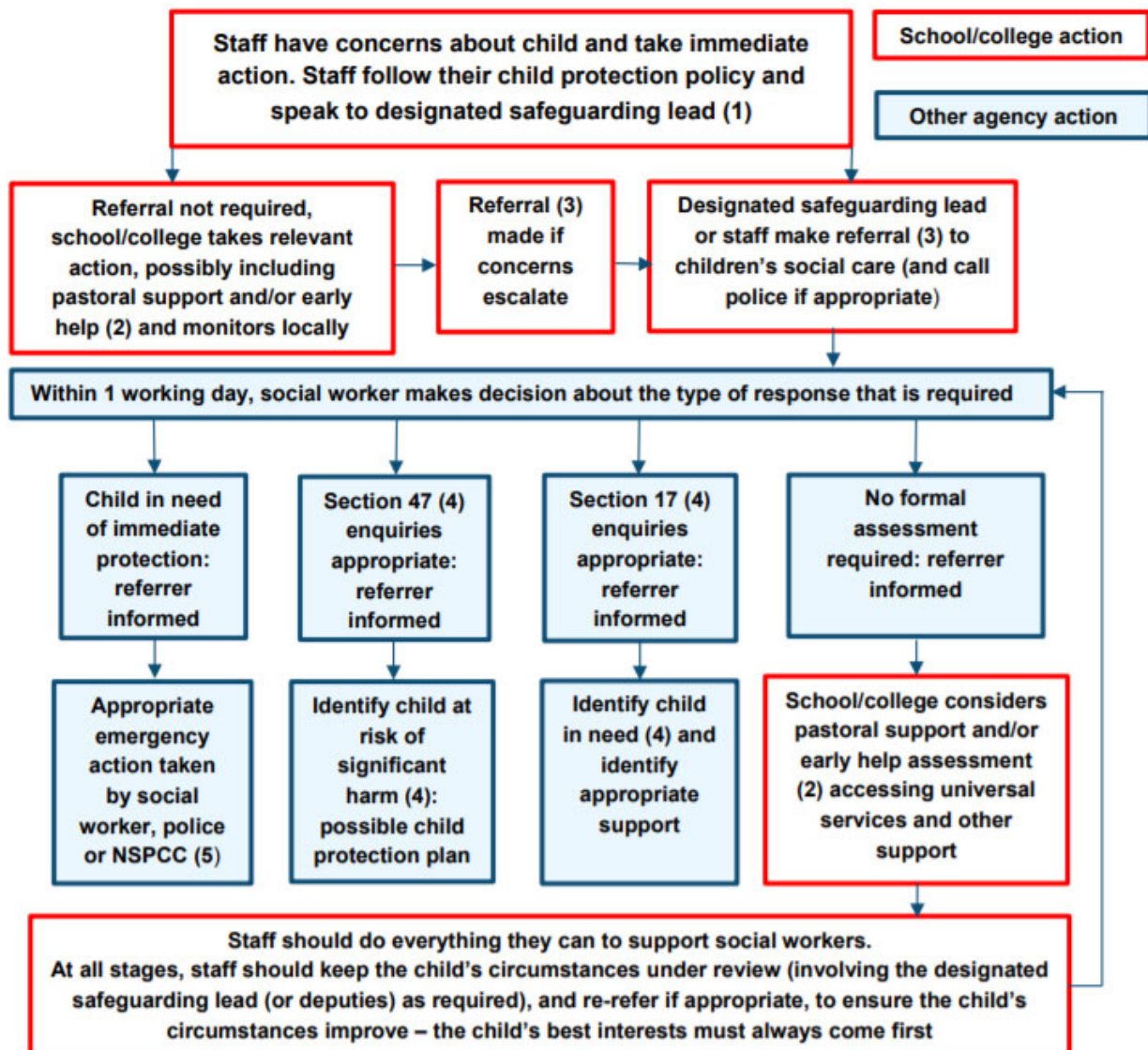
[Keeping Children Safe in Education 2018](#) states that "All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years" (p. 5-6) Staff should discuss early help requirements with the DSL (or a deputy). We follow the South Gloucestershire early help process which includes the use of the [Single Assessment Framework early help \(SAFeh\)](#). It may be appropriate for a member of school staff to initiate a SAFeh and take on the role of Lead Professional, or become a member of a Team around the Child/Family (TAC/F) as part of the SAFeh process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the SAFeh and attend TAC/F meetings. All staff should have an understanding of the SAFeh process and how they can contribute to it as and when appropriate.

3. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks we will:

- Maintain unambiguous procedures for dealing with safeguarding children which the whole school community are aware of (see below)
- Ensure all staff acquire a knowledge and understanding of procedures and have the skills and ability to recognise potential or actual abuse and the handling of a 'direct disclosure'. This includes regular training for designated staff and governor.
- Make immediate contact with parents if abuse or neglect is suspected
- Ensure that records are kept in chronological order

New Table

Actions where there are concerns about a child



It is important that all communication is updated on CPOMS for the attention of the DSL as soon as possible as an official signed and dated record.

The DSL is responsible for:

- Taking the ultimate **lead responsibility** for safeguarding and child protection (including online safety) within our school, as set out in Keeping Children Safe in Education, 2018. This responsibility should not be delegated.
- Ensuring that he/she works closely with the deputy DSL(s) so that they can act effectively in the absence of the DSL;
- Ensuring that the relevant safeguarding and child protection information is shared with staff on induction – part one of Keeping Children Safe in Education, 2018 (and a copy of Annex A to all staff who work directly with children) our school's child protection policy, behaviour



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- policy, staff behaviour policy (sometimes called a code of conduct), the safeguarding response to children who go missing from education and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies);
- Adhering to SGSCB procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being;
 - Ensuring that in the case of a referral to ART (or any social care 'front door' in other Local Authorities) to, the parents/carers are informed prior to the referral being made, unless doing so would put the child or young person at risk of further harm;
 - Ensuring that written records are kept about any child or young person about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect (see appendix B);
 - Storing any paper records confidentially in a secure locked cabinet (*add the place*);
 - Checking the attendance of children and young people subject to a child protection plan notifying the relevant social care team if:
 - a pupil subject to a child protection plan is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason;
 - Attendance at Initial Child Protection Case Conferences, Core Groups and Child Protection Review Conferences;
 - Submitting written reports to Social Care on request within the agreed time limits;
 - Liaising with other agencies to safeguard children and young people;
 - Notifying parents/carers as soon as possible if a child or young person sustains an injury or are affected by an incident whilst they are the responsibility of the school;
 -
 - Ensuring that a paper copy of all child protection records, or an electronic copy is securely sent/forwarded to a child or young person's new school following a transfer;
 - Retain copies of all child protection files including those for children or young people no longer on roll until the child reaches 25;
 - Ensuring that staff are appropriately trained and given regular safeguarding updates; and
 - Ensuring that the Single Central Record is maintained as an up to date and accurate record.

N.B. Further information about the role of Designated Safeguarding Lead can be found in Annex B of [Keeping Children Safe in Education 2018](#)



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4. To help children acquire skills and attitudes to both resist abuse in their own lives and prepare them for responsibilities including parenthood in their adult lives we will

- Allow a variety of opportunities for class and group discussion of thoughts and feelings in an atmosphere of trust and tolerance- PSHE lessons, the use of Jigsaw resources, circle times and designated Be safe lessons in the weekly timetable. Be safe learning themes will include family workshops wherever possible.
- Plan age appropriate opportunities into the curriculum that allow children to consider explicit personal safety issues.

Support

We recognise that when children and young people are the victims of abuse or are witnessing abuse, for example, domestic abuse, their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children and young people at risk.

Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a child or young person's behaviour – all behaviour is communication.

We understand that our role is to help children and young people combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children and young people feel valued, safe and secure and are encouraged to talk and are always listened to.

The school will endeavour to support pupils with difficulties through:

- Continued monitoring of their development coordinated by the DSL in collaboration with other staff working directly with those children and young people;
- Keeping records and notifying ART as soon as there is a recurrence of a concern;
- Continued close collaboration with parents/carers;
- Liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student;
- The school's behaviour policy, which outlines a consistent approach focusing on the behaviour or the offence committed by the child or young person but does not damage the pupil's sense of self-worth (for example, supporting those who are accused of sexual violence and/or sexual harassment); and
- Providing appropriate pastoral support and care.

SUPPORTING STAFF

We recognise that staff who have been involved with a child or young person who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate.

Curriculum Design

Bowsland Green acknowledges the important role that the curriculum can play in the prevention of abuse and for the preparation of our pupils for the responsibilities of adult life and good citizenship. Our curriculum supports safeguarding in two ways:



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1. Curriculum programmes are developed that facilitate children to think about and discuss safeguarding issues and relate them to their own experience. Personal, Social, Health and Emotional Education and our Lifestyles curriculum units cover topics such as Drugs, Smoking and Alcohol use, Relationships and Sex Education and a wide range of safety issues e.g. e-safety and firework and road safety.
2. The 'Be Safe' curriculum aims to inform pupils about their personal responsibilities and equip them with knowledge about behaviour that may not be appropriate, for example the NSPCC Pants rule.
3. Children are taught safe practices particularly in PE and Design and Technology.

Lessons are supported by assemblies, educational trips and talks and workshops from external providers such as the Road Safety team, NSPCC or other recommended professionals.

5. To provide support, advice and guidance to parents we will

- Highlight child protection:
 - Newsletters
 - Staff being available to talk to parents
- Involve parents from earliest stage
- Seek to understand personal issues when communicating with parents
- Monitor children considered potentially at-risk for a designated period
- Encourage parents into school to discuss support that we can offer
- Keep parents informed of progress
- Refer to Access and Response Team (ART formally First Point) for advice and support in cases of immediate risk

Procedure for Child Protection

1. TELL!

If you are a pupil, member of staff, parent, volunteer or visitor and detect abuse or neglect, within the terms of the definition above, please complete a 'record of possible significance form' and report to the Safeguarding lead. All members of the staff team will also have a user id for CPOMS. This system allows concerns to be reported electronically and for actions to be monitored. Signs that a child may be being abused include:

- Marks/bruises/black eyes, unexplained injuries, flinching at sudden movement
- Attention seeking behaviour, difficulty with building relationships
- Poor personal hygiene/health, inadequate clothing/food
- Change of mood/behaviour, fatigue, change in relationship with friends
- Children can also reveal abuse through play, drama, writing and art work or may directly talk to you about something that leads you to think they could be at risk.

2. INVESTIGATION

Once a concern has been reported, it will be investigated by the Safeguarding leads **in confidence**. Child Protection records are confidential and will be kept in a locked place in the office. CPOMS requires two level authentication from the DSLs to view all records. Parents/Carers will be informed of the concern as soon as possible.

3. INTERVENTION

If a concern is grave or indicates a child is at immediate risk it will be reported to ART. All concerns will be logged in the child protection file by the Safeguarding lead, or **marked as read on the CPOMS file.**



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4. FOLLOW-UP

The DSLs will always seek advice from ART. Children considered potentially at risk will be monitored for a set period. Written records will be shared with appropriate staff, who will meet regularly to discuss the situation. Such records will be handed on each year and, where appropriate, to receiving schools. Where receiving schools are CPOMS users the files will be transferred electronically. Children who have made a disclosure will be given ongoing support, as will staff who deal with such cases. All staff will respect the sensitive and confidential nature of safeguarding children.

ALLEGATIONS AGAINST STAFF

We recognise that children may make an allegation against a member of staff. In such a case the Headteacher needs to be informed immediately using the protocol above and that member of staff will be informed immediately by the Headteacher accordingly. The Headteacher will discuss the allegations with South Gloucestershire's LADO (Local Authority Designated Officer). If the allegation made to a member of staff involves the Headteacher, the member of staff will immediately inform the Chair of Governors, who will consult South Gloucestershire's LADO. The school will follow the guidelines for managing allegations against members of staff.

WHISTLE-BLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. A Whistleblowing Policy is in place for this purpose. Interview questions will always include a safeguarding sub question linked to a whistle blowing scenario.

STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's Behaviour Policy.

Whilst it would be unrealistic to prohibit all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should be in line with the school's policy for restraint, a record will be made of the incident and the Headteacher informed on the same day.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; musical instrument tuition, for example, the door to the room in which the counselling or meeting is taking place should be left open. All rooms which are used for the teaching or counselling of pupils will have clear glass panels in the doors or the doors will be left open. School staff should also be alert to the possible risks which might arise from contact with pupils outside the school including the use of social media.

All teaching staff are expected to adhere to the 'Personal and Professional conduct' standards identified in the Teaching Standards alongside the guidance for safer working practice document.

SINGLE CENTRAL RECORD



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It has been a requirement since 2007 that all schools must maintain a Single Central Record of recruitment and vetting checks. This document is kept updated by the school business manager, Miss Carly Colton and is regularly checked by the Safeguarding lead and Chair of Governors. It is kept in both electronic and paper format. It includes information on:

- All staff who are employed directly by your school
- All supply/agency staff who are employed for a reasonable period of time, whether employed directly by the school or through an Agency. The very short term cover staff totalling a few days or a couple of weeks would not normally be put on the SCR but you still need to ensure the Agency has carried out all the checks and hold the evidence on file.
- Any volunteer who works regularly with children and always includes those who are engaged in "Regulated Activity".
- Governors
- People brought into the school to provide regular additional teaching or instruction but who are not staff members, such as Sports Coaches, Peripatetic Music Teachers, Artists etc.
- Regular contract staff such as contract cleaners or caterers

Following statutory guidance it includes:

- date on which the checks were completed:
- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the UK

Under each of these headings we record:

- what has been seen
- when it was seen, and
- by whom it was seen.

SAFEGUARDING ISSUES

Some of the specific safeguarding issues faced by children and young people are outlined below. Annex A of [Keeping Children Safe in Education 2018](#) contains additional information about these and other specific safeguarding issues – children and the court system, children missing from education, children with family members in prison, child sexual exploitation, child criminal exploitation: county lines, domestic abuse, homelessness, so-called 'honour-based' violence and sexual violence and sexual harassment between children in schools and colleges.

PEER ON PEER ABUSE

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Abuse is abuse and should never be tolerated or dismissed as 'banter', 'just having a laugh' or 'part of growing up'. All peer on peer abuse is unacceptable and will be taken seriously, regardless of gender of the alleged perpetrator(s) and alleged victim(s).



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We recognise that some students will sometimes negatively affect the learning and wellbeing of others, however in most instances, the conduct of students towards each other will be covered by the school's behaviour policy. However some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse may take any form, including the use of technology.

Definition

- The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships;
- The definition for child sexual exploitation (DfE 2017) includes all children and young people under the age of 18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another child and/or young person;
- The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who engage in "sexual discussions or acts that are inappropriate for their age or stage of development" (Rich, 2011). Children and young people can also engage in harmful sexual behaviour online or through the use of technology e.g. grooming, exposing others to extreme/illegal pornography, sexual images and/or chat (Belton and Hollis, 2016);
- Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) such as violence against the person, sexual offences, robbery or gun or knife crime (Metropolitan Police, 2016)

The safeguarding implications of sexual activity between young people¹

The intervention of child protection agencies in situations involving sexual activity between children can require professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation

¹Taken from *The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)*

Prevention

At our school we will minimise the risk of allegations against other pupils by:

- Providing PHSE as part of the curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe;
- Having effective systems within our school for students to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed;



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- Being aware of and challenging inappropriate language used by pupils e.g. terms such as describing something as 'gay' can have a lasting impact on the self-esteem of those pupils who may be struggling with or confused about their sexual identity;
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other students; and
- Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk e.g. protective behaviours work.

Allegations against other pupils (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against other students within our setting. These may include allegations of physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Safeguarding concerns or reports of abuse in any form may be made against students in our setting

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil;
- Is of a possible criminal nature;
- Puts other pupils in the school at risk, or raises the risk factor for others;
- Indicates that other pupils may have been harmed or be at risk of harm; and
- Includes bullying (under the definition of emotional abuse) or intimidation.

Specific safeguarding issues against another student may include:

- Physical abuse:
 - Pre-planned violence
 - Physical altercations
 - Hitting, kicking, shaking, biting, hair pulling, or some other form of physical harm
 - Forcing others to carry out violence
 - Forcing others to use drugs, alcohol or other substances
 - Initiation/hazing type violence and rituals
- Emotional abuse:
 - Bullying
 - Threats and intimidation
 - Blackmail/extortion
- Sexual abuse:
 - Sexual violence e.g. rape, assault by penetration
 - Sexual harassment e.g. sexual comments, sexual taunting, sexualised online bullying
 - Indecent exposure
 - Indecent touching
 - Showing pornography to others
 - Forcing others to create/share/download indecent images
 - Sexting (see 'Sexting in Schools and Colleges', 2016), also known as youth produced sexual imagery)



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- Sexual exploitation
- Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts
- Sharing images through social media

Procedure

- When an allegation is made by a pupil against another student, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible (or deputy if the DSL is unavailable);
- A factual record must be kept (as per normal safeguarding child protection procedures) and updated with all actions and outcomes;
- The incident should not be investigated at this time;
- The DSL (or deputy) will contact the Access and Response Team (ART) to discuss the case, and make a formal referral where appropriate;
- If the allegation indicates that a potential crime has taken place, ART will refer the case to the police;
- Parents of both the alleged victim and the student the allegation is against should be informed; this should be discussed during consultation with ART;
- A risk assessment will be considered at this time to protect all parties involved;

- It may be appropriate, for a fixed period of time, to exclude the pupil against whom the allegation has been made in line with our school's behaviour policy and procedures;
- Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our schools policies and procedures;
- A risk assessment should be considered along with an appropriate supervision plan;
- Support should be given to all students involved (including those against whom the allegation has been made), and they should be in attendance at all relevant meetings and sign and agree to the plan that is set; and
- The plan should be monitored and review dates set.

Ongoing support

- Careful consideration needs to be given as to what language is used to describe the 'victim(s)' and alleged 'perpetrator(s)';
- A child abusing another child may be indicative of that child being a victim of abuse themselves, or other issues that require an appropriate and co-ordinated response (e.g. carrying out an early help assessment). It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, the appropriate level of support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again;
- Support should be offered on a case-by-case basis and in consultation with the pupils involved, parents/carers and any relevant agencies;
- The wishes and feelings of those involved should be taken into account e.g. the victim should be asked if there is a trusted adult within the school environment they wish to talk to as an ongoing source of support, or the victim may express a need to leave a classroom which will need to be supported and facilitated.



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If allegations are made directly to other agencies

In some circumstances, parents/carers or the alleged victim(s) will disclose to other settings or agencies. In these cases (if not police or social care) these agencies should make referrals to ART or the police.

ART or the police should liaise directly with the DSL for the school to inform them of the situation.

All professionals involved can support with the risk assessment and management of such allegations.

Police action and responsibility

Avon and Somerset Police will make an assessment on a case by case basis as to the legality, proportionality and necessity to share information with partner agencies, including schools.

Where a report is made concerning a school-age child, and the school/educational establishment is already involved, the police should keep the DSL for that setting updated with developments in the case and police officer/staff dealing with the matter. In South Gloucestershire, schools receive

domestic abuse reports where children are involved in those cases where the police identify a safeguarding need.

Where a report is made concerning a school-age child and the school/educational establishment is not already involved, the police must always give active consideration to sharing relevant information with the setting. This will ensure that the setting can take necessary measures to ensure the safety of the children involved and others they may come into contact with. The decision on the appropriate measures to take should be made by the setting with support from the police as necessary.

In the case of police or court bail conditions for safeguarding cases, the police must notify the setting of the conditions which are relevant to keep the child and others safe in the setting.

If a report indicates a safeguarding concern regarding a child or a risk they may pose to others, the presumption is the report will be shared with those who need to know to help keep children safe. A review strategy meeting may be the most appropriate way of communicating and agreeing a suitable course of action.

THE PREVENT DUTY

In order for schools to fulfil the Prevent Duty, it is essential that staff are able to identify children and young people who may be vulnerable to radicalisation as part of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children and young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children and young people who may be at risk of radicalisation and what to do to support them.



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The general risks affecting children and young people may vary from area to area, and according to their age. Schools are in an important position to identify risks within a given local context.

It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations may and do seek to radicalise children and young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Children and young people at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

Child Sexual Exploitation (CSE)

CSE is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. Perpetrators of CSE are found in rural as well as urban areas and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.



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Practitioners should also be aware that many children and young people who are victims of sexual exploitation may not recognise themselves as such but they should still be regarded as victims.

Female Genital Mutilation (FGM) and the Mandatory Reporting Duty

As all staff should be vigilant to the indicators of child sexual exploitation - the same is relevant for FGM.

Section 5B of the 2003 FGM Act introduced a mandatory duty which requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her;
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Further information about making a report to the police can be found in the [FGM Mandatory Reporting Procedures](#). The DSL must be kept notified of any disclosures, concerns and calls made to the police. Recordings of disclosures/concerns and any subsequent conversations must be logged and given to the DSL as with any other safeguarding/child protection issue.

SITE SECURITY

Bowsland Green provides as secure a site as possible, but any site is only as secure as the people using it. It is therefore of paramount importance that all members of the school community follow the rules, as any breach of site security could also mean a safeguarding breach for our children and staff.

- Gates should be locked by 9.15am and remain locked throughout the school day (Little Acers Pre-School may open gates to allow exits/entrances of parents, as long as gate is continually monitored by a member of staff)
- All Exit doors should be closed to prevent intrusion by 8.55am.
- After 8.55am, all parents and visitors must exit by the main door
- Visitors must only enter by the main door, show photo identification and sign in. They will be given a visitors badge. Staff should challenge anyone they see that they don't know if that person does not have a visitor's badge clearly displayed
- School staff are to wear their identity lanyards at all times
- Children will only be allowed home with adults with parental responsibility or other adults with confirmed permission
- Children should never be allowed to leave school alone during school hours and when leaving with an appropriate adult should be signed out

INDUCTION OF NEW STAFF, WORK EXPERIENCE STUDENTS (WEX) AND VOLUNTEERS



Brilliance, through Bowsland Best

All students and adults who work in school are made aware of safeguarding procedures.

New Staff: are appointed a mentor who is responsible for ensuring that all policies and procedures relating to safeguarding are read and understood. Staff who join part way through a year must read the 'Keeping Children Safe in Education' document and attend Child Protection training level 1 at the earliest opportunity.

WEX and volunteers: are co-ordinated by the Deputy Headteacher who ensures they understand their responsibilities towards safeguarding the children and code of conduct they should follow. Volunteers must meet with the Deputy Head teacher before they join the school. **All volunteers must sign to say they have: Read this policy, read section one of KCSIE and taken our volunteer leaflet.**

PHOTOGRAPHY AND VIDEO

There are many genuine concerns about the taking and sharing of children's images. At Bowsland, we have adopted a sensible and balanced approach which allows parents to photo and film their children as long as they follow certain guidelines:

- Parents consent to their children being photographed or filmed on entry into school. If consent is not given, then this decision is respected and acted upon by staff
- Parents/children may photograph or film when explicit consent is given by the school eg. at the beginning of a performance or celebration assembly -only in designated areas
- PARENTS MUST NOT SHARE IMAGES OF SCHOOL PUPILS ON A PUBLIC WEBSITE/SOCIAL NETWORKING SITE
- School photographs for use outside school, including on our web site, will be anonymous unless specific permission has been received from parents

If these guidelines are not followed it may be necessary to review the policy and stop images being taken by parents and children. All families are asked to sign our Acceptable Use Policy.

Contact Information

Access and Response Team (ART)

01454 866000

accessandresponse@southglos.gov.uk

Emergency Duty Team (EDT) – out of hours/weekends

01454 615165

Single Assessment Framework early help (SAFeh)

01454 864682/5734

earlyhelpsupportteam@southglos.gov.uk

Tina Wilson

Local Authority Designated Officer (LADO)

01454 868508

Tina.Wilson@southglos.gov.uk



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