

**SAFEGUARDING AND CHILD PROTECTION POLICY**  
**Reviewed and approved September 2021**  
(Subject to Full Governing Body sign off)  
**Review date September 2022**

**Applicable to:** All teaching and support staff, including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school. This policy is applicable to the whole school community.

**Designated members of staff**

The senior designated members of staff for Safeguarding and Child Protection at Redmaids' High School are:

**Senior School**

- The Designated Safeguarding Lead (DSL) is Jacklyn Turner, Assistant Head Pastoral  
j\_turner@redmaidshigh.co.uk
- The designated deputies for safeguarding are:
  - Kate Doarks, Deputy Head Students k\_doarks@redmaidshigh.co.uk
  - Jon Cooper, Assistant Head j\_cooper@redmaidshigh.co.uk
  - Julie Owens-Powell, Head of Year 10 j\_owens-powell@redmaidshigh.co.uk
  - Joanne Marsden, Head of Year 7 j\_marsden@redmaidshigh.co.uk
- In the absence of the DSL, or their deputy, safeguarding issues will be the responsibility of the Head who regularly liaises on matters of safeguarding throughout the school.

**Junior School**

- The DSL is the Headteacher, Lisa Brown, l\_brown@redmaidshigh.co.uk
- The designated deputy for safeguarding is Alison Weeks, Head of Junior PE,  
a\_weeks@redmaidshigh.co.uk

**Governors**

- The nominated Governor responsible for Safeguarding is Elizabeth Fry,  
e\_fry@redmaidshigh.co.uk
- The Chair of Governors is Andrew Hillman, a\_hillman@redmaidshigh.co.uk

***Safeguarding remains the responsibility of the Governing Body as a whole***

In all matters relating to safeguarding and child protection the school will follow the procedures set out by the Keeping Bristol Safe Partnership (KBSP), (or where appropriate the relevant child's local authority arrangements). Keeping Bristol Safe Partnership (KBSP), (City Hall) Bristol City Council, PO Box 3399, Bristol BS1 9NE. Tel: 0117 903 6444

**This policy is reviewed, approved and endorsed by the Governing Body annually or more frequently if and when legislation changes.**



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## **The Purpose of the Safeguarding and Child Protection Policy**

- To inform all teaching and support staff, including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

We recognise that the school plays a significant part in the prevention of harm of all kinds to our students by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the mental and emotional wellbeing of our students and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.

The safeguarding of children's welfare is central to their education. Teachers are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop; their daily contact enables them to monitor children closely. Teachers and other staff need, therefore, to be alert to the possibility of abuse occurring, aware of the procedures to be followed if they have suspicions and have the confidence to follow those procedures.

## **Aims of Safeguarding at Redmaids' High School**

- Maintain an ethos and culture where students feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.
- Maintain an ethos and culture where adult members of the school community feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.
- Maintain an ethos of respect and mutual tolerance, encouraging transparency in our relations with the whole school community so that parents and guardians will feel able to take up any worries with the school. Open communications are essential.
- Ensure children know that there are adults in the school whom they can approach if they are worried and recognise when they are at risk and how to get help when they need it.
- Ensure that students who have additional/unmet needs are supported appropriately.
- Ensure that all staff and governors know that safeguarding is everyone's responsibility. Advise all staff to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the interests of the child.
- Ensure that all concerns about safeguarding are taken seriously and are followed through in the most professional and appropriate way.



- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- All staff consider the context in which safeguarding incidents or associated behaviours occur and any assessment explores if wider environmental factors are present in a child's life that are a threat to their safety and/or welfare; this is known as contextual safeguarding. For example, if young people are exposed to harm within their families such as domestic or physical abuse this can impact their behaviour outside of the family. They may learn/adopt harmful social norms which inform their peer relationships.

### **Objectives of this policy**

- To ensure that all staff and governors understand what is meant by safeguarding and child abuse.
- To ensure that all staff have appropriate training to help them recognise suspected instances of child abuse (see Appendix 1), and to ensure that staff are aware that anyone can make a referral to social care if it is in the best interests of the pupil.
- To ensure that all possible steps are taken to help any student who discloses abuse or is believed to be suffering from abuse, both in accordance with the statutory duty placed upon all schools in such cases and also in their execution of pastoral responsibility.
- To provide pupils, parents and staff with clear guidance concerning procedures when safeguarding concerns are raised and on knowing whom to speak to should a pupil disclose to them an allegation of abuse.
- To raise awareness of specific types of abuse such as 'so called honour based violence', female genital mutilation (FGM), forced marriage and child sexual exploitation. In particular, to raise awareness that an individual teacher must report directly to the police if they discover that an act of FGM has been carried out.
- To raise awareness of vulnerable groups of children such as those with special educational needs and disabilities (SEND), and to ensure that staff understand the importance of safeguarding related to the missing student procedure.
- To ensure that staff do not unwittingly expose themselves to accusations of child abuse e.g. through the inappropriate use/storage of photographs, visual images of students, text messaging, use of social networking sites or through any ill-advised behaviour.
- To help students to acquire the relevant information, skills and aptitudes, both to resist abuse and to prepare them for the responsibilities of adult life.
- To protect the confidentiality of the student, their families and any other persons involved wherever possible, while having regard to the need to refer matters on to designated senior members of staff and the statutory responsibility to share information with appropriate agencies outside of the school.
- To ensure that staff are aware of the school's procedures for dealing with accusations of abuse made by students against members of staff.
- To ensure that all members of staff are familiar with the school's Safeguarding and Child Protection Policy, Part 1 of Keeping Children Safe in Education (September



2021) and the Redmaids' High School Safer Working Practice document, Behaviour and Code of Conduct for Staff and the procedures for Whistleblowing.

- To be in accordance with locally agreed inter-agency procedures.
- To ensure that when students leave the school any child protection files are copied and securely sent to the new establishment.

## **Definitions, Identifying Causes for Concern**

Staff will be made aware that safeguarding and abuse issues can manifest themselves in many ways and can very often overlap with one another. There may be few signs manifested, so staff should always raise any concerns about a student, however slight. Behaviours linked to drug taking, alcohol abuse, truanting, gender-based violence, gangs, domestic violence and sexting also put children in danger.

Staff are encouraged to report concerns about other staff to the Head/Headteacher even if this more of a sense of unease or a "nagging doubt". Examples of these low-level concerns that do not meet the harm threshold include "being over friendly" with children, having favourites, taking photographs of children on their mobile phone, engaging with a child on a one-to-one basis in a secluded area or behind a closed door or using inappropriate sexualised, intimidating or offensive language.

Any such concerns should be shared responsibly to the Head/Headteacher, properly recorded and dealt with appropriately. Actions may include: talking to the staff member and offering advice, monitoring, observation, feedback from children, parents or staff or further training. Records would be kept in the staff file and in a safeguarding log if necessary. This should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

### **1. Definition of Safeguarding**

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in Working Together to Safeguard Children 2018 as:

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

'Children' includes everyone under the age of 18. Where a child is suffering significant harm, or is likely to do so, action must be taken to protect that child. Action must also be taken to promote the welfare of a child in need of additional support, even if they are



not suffering harm or are at immediate risk. Everyone who comes into contact with children and their families has a role to play in safeguarding them.

The school recognises that safeguarding incidents can happen anywhere and staff should be alert to possible concerns being raised at Redmaids' High. If staff members have concerns about a student, they must raise these with the Designated Safeguarding Lead (DSL). However, any member of staff may raise concerns directly with Children's Social Care services if they feel it is necessary.

## 2. What to do about Causes for Concern

### Procedures; Record Keeping; Information-Sharing and Confidentiality; Transfer of Files

The school recognises the importance of children receiving the right help at the right time to address risks and radicalisation, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information and challenging inaction. The school recognises duties to both children in need and children at risk. Children who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately. Children who are in need of additional support receive this from one or more agencies, including inter-agency assessment using local processes, use of the "Common Assessment Framework" (CAF) and the "Team around the Child" (TAC). The Initial Urgent Assessment should be completed promptly and if at all possible within 24 hours of the allegation or suspicion that the student might be in need of help or at risk of being reported.

### 1. Dealing with instances of suspected abuse and concerns about a student

It is important to remember:

- It is not a member of staff's responsibility to carry out any form of investigation.
- If any member of staff becomes concerned about a student their first step should be to report this as a matter of urgency to the DSL or their designated deputy, if the DSL is unavailable. The report should, wherever possible, be in person but must be followed up in writing. **However, it is important to note that any member of staff can refer their concerns to children's social care if necessary**

#### Dealing with a disclosure (immediate actions):

If a student discloses that they have been abused in some way, the adult member of the school community should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the student to talk freely
- Reassure the student, but not make promises which it might not be possible to keep



- Never promise a student that they will not tell anyone, as this may ultimately not be in their best interests
- Reassure the student that what has happened is not their fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Do not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DSL without delay

### **Procedure for managing safeguarding concerns:**

- Any safeguarding concerns must be reported to the DSL as soon as possible
- If safeguarding concerns are reported to a member of staff who is not the DSL, then the matter must, without fail also be reported to the DSL as soon as possible by the member of staff who has been notified
- The DSL may, after appropriate reflection, decide to consult other members of staff such as the student's Form Tutor, the Head of Year in order to further assess the situation
- If, after such consultation, the DSL decides that there is cause for concern the matter should be followed up with the student concerned, taking all due care to follow the procedures set out below. The DSL may decide that the initial follow-up with the student would be best carried out by another member of staff e.g. Form Tutor/relevant Head of Year who is in a position of trust with the student but at all times the DSL must be kept fully informed of the situation
- This member of staff should speak to the student and listen, reassure and indicate that other people's advice or involvement will be needed if it is considered that the student is at risk of significant harm. The student's concern for confidentiality should be noted but the member of staff should reassure them sensitively that their safety is paramount and must not give any guarantees of absolute confidentiality. It is important for teachers to remember that they are not responsible for investigating cases of suspected abuse – this is the role of Children and Young People Service and the police.
- A bullying incident will be treated as a child protection concern where there is abuse by one or more students against another student where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'.
- When asking questions about indications of abuse, adults must take great care as the way in which they talk to a student can affect the evidence in any subsequent criminal or civil proceedings. The same consideration applies if a student makes an accusation of abuse or volunteers information which amounts to an accusation. Adults *must not* ask leading questions or questions which encourage the student to change their version of events, and nor should they impose their own assumptions. Their approach should be:
- *"Tell me what happened"* rather than *"Did they do X to you?"* The teacher's chief task at this stage is to listen and not to interrupt the free recall of significant events. (TED: Tell, Explain, Describe).





- Written notes should be recorded at the earliest opportunity to ensure accuracy in recalling events later, should this be necessary. See Record Keeping below for further details of recording.
- The DSL or designated deputy and other staff involved (Head of Year, medical staff and others) may confer before the DSL decides about referral. If the DSL is unsure about whether a case should be formally referred, or has a general concern about a student's health or development, they can seek advice from First Response if the student lives in Bristol or from the Children and Young People Service in the area in which the student lives. There must be a referral if the student has requested it, or if there is concern that abuse has occurred, or even a borderline case (as the school will not make a judgement but discuss it with First Response). The DSL or DDSL will contact First Response or the Children and Young People Service as soon as possible but definitely within 24 hours of a disclosure or suspicion of abuse.
- If the DSL is unsure about whether a case should be formally referred, or has a general concern about a student's health or development, advice can be sought from Children and Young People Service, the SET or the NSPCC and may then also refer the student to other agencies as appropriate
- The DSL does not require parental consent for referrals to statutory agencies
- Normal referral processes are also available when there are concerns about students who may be at risk of being drawn into terrorism.

#### **Contacts:**

1. Local Authority Prevent Lead (in priority areas)
2. First Response Bristol 0117 903 6444
3. Children and Young People Service 0117 903 6500
4. NSPCC 24 hour 0808 8005000 [www.nspcc.org.uk](http://www.nspcc.org.uk)
5. South West Child Protection Procedures [www.proceduresonline.com/swcpp/](http://www.proceduresonline.com/swcpp/)
6. Out of Hours Emergency Duty Team 01454 615 165
7. Keeping Bristol Safe Partnership (KBSP) 0117 903 6444
8. Schools' Safeguarding Advisor: Adam Bond 0117 903 7058
9. Local Police 101 (non-emergency)
10. Local Authority Designated Officer (LADO: Nicola Laird 0117 903 7795, 07795 091020, 0117 9037153 (fax)

**Department for Education:** dedicated helpline and mailbox for non-emergency advice for staff and governors: 0207 340 7264 and [www.counter-extremism@education.gsi.gov.uk](mailto:www.counter-extremism@education.gsi.gov.uk)

- The DSL or DDSL liaises with Children and Young People Service about further arrangements, including further interviews and contact with parents/ carers
- The DSL or DDSL ensures that only those people within the school community, who need to be aware, are informed of developments so that the child is supported appropriately
- The Head/Headteacher will report to the safeguarding governor on a regular basis and at the end of each term, a report will be given to the Safeguarding and Education Committee, detailing whether or not there have been any such referrals to the social





services. An annual review will take place with the safeguarding governor and an annual safeguarding report presented to the board of governors

- The DSL or DDSL ensures that long-term follow-up and support is available for the student concerned
- The DSL or DDSL ensures that support is provided for any staff member who may have been caused stress through involvement in any incident. The DSL designated deputy or appropriate person will be available to attend any subsequent child protection planning meetings.

## **2. Record Keeping**

Notes of any safeguarding incident should record the date, time, place, the people who were present and what was said by whom, including any questions asked (use of direct quotes is very useful). The records should also include a summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome. If you have any questions about what should be included, speak to the DSL. These notes should be factual and not opinion based. These should be given to the DSL by the interviewer immediately. The records of any investigation or incident are to be kept in the file of the student concerned and in a central incident file held by the Head/Headteacher.

It is the responsibility of the DSL to ensure that any child protection file is kept up to date and a chronology is maintained in every child protection file. This chronology is the brief overview of the school's concerns and highlights all the significant events for the child.

The School uses CPOMS software for recording safeguarding, pastoral monitoring and bullying incidents. It builds up a secure and chronological narrative. All staff can log information on it but only the DSLs and DDSLs can access all the files and read the full chronology.

## **3. Information Sharing and Confidentiality**

- The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- All connected with any safeguarding concerns will be mindful of the need to protect the confidentiality of the student, their families and any other persons involved wherever possible, while having regard to the need to refer matters on to designated senior members of staff and the statutory responsibility to share information with appropriate agencies outside of the school
- All child protection records are kept secure and separate from other files. The student's general school file is marked by a yellow sticker to indicate a child protection file exists.



All staff that may need to consult a child's school file should be aware of the symbol and speak to the DSL if they have concerns

- Any student who has a child protection file has the right to access their personal record, unless to do so would affect their health and well-being or that of another person, or would be likely to prejudice an on-going criminal investigation
- Parents (i.e. those with parental responsibility in law) are entitled to see their child's child protection file, on behalf of their child, with the same exceptions applying as to the child's right to access
- If a referral is made to an outside agency, the DSL or designated deputy should discuss with them the appropriateness or otherwise of informing the student's parents/carers. In most cases parents/carers will be informed and this will usually be done by the person who makes the referral unless it is thought that this would cause danger to the child. Advice can be taken from Children and Young People Service
- If a referral is not made, the DSL has the discretion as to whether to inform the parents/carers, having discussed the matter with the student
- In the event of an allegation being made against a teacher and no referral made, the parents/carers will invariably be informed of both the allegation and the subsequent school investigation
- The student should be reassured that the matter will only be disclosed to those who need to know, and that any such disclosure is for her own sake.

#### **4. Transfer of Child Protection Files**

Redmaids' High School has a duty of care to share safeguarding information with the next educational setting that a student attends. When a student leaves Redmaids' High School we will ensure that any child protection file we have is copied and transferred to the student's new establishment. See Appendix 3 for procedure for transferring files.



### 3. Definitions of Child Abuse

(see Keeping Children Safe in Education September 2021)

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults or another child or children. Children may be abused within the family or institution or community and by others e.g. online. Safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Abuse can be:

**Physical:** 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.

**Emotional:** can be the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and



emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. The School recognises that neglect may lead to abuse, and vice versa.

Possible signs of abuse include, but are not limited to:

- Student says they have been abused or asks a question which gives rise to that inference
- There is no reasonable or consistent explanation for a student's injury; the injury is unusual in its kind or location; there have been a number of injuries; there is a pattern of injuries
- Student's behaviour stands out from the group as either being unusual or extremely challenging; or there is a sudden change in the student's behaviour
- Student asks to drop subjects with a particular teacher and seems reluctant to discuss reasons
- An obvious failure to thrive and the student's development is delayed
- Student loses or gains weight
- Student appears neglected, e.g. dirty, hungry, inadequately clothed
- Student is reluctant to go home or has been openly rejected by her parents or carers
- Student runs away or has frequent absences from school

The departmental advice: What to do if you are worried a child is being abused - Advice for Practitioners: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

The NSPCC website also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

This should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse and neglect. All allegations should be taken seriously, kept safe and the victim should never be made to feel like they are creating a problem for reporting any type of abuse.

Referrals and any subsequent children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#).

Annex A of KCSIE (September 2021) should also be referred to by all senior members of staff and those staff working directly with students.



Further details of what to be aware of are below:

- Peer on peer abuse, including sexting, sexual violence and harassment
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Honour based violence
- Radicalisation and the Prevent Duty
- Online safety
- Health and eating disorders
- Domestic Abuse
- Serious Violent Crime
- Vulnerable Groups

#### **4. Peer on Peer Abuse, including sexting, sexual violence and harassment**

The school recognises that children are capable of abusing their peers and this abuse should not be tolerated or passed off as “banter” or “part of growing up”. All staff must be able to challenge any inappropriate behaviour and there should be a zero-tolerance approach to abuse.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent and it can happen both inside and outside of school and online. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting (which is a criminal offence - The Voyeurism (Offences) Act 2019), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.

#### **Sexting**

The school’s approach to sexting is made clear through assemblies, PSHE and tutor times. A Head of Year or member of Senior Management Team (SMT) might ask to search a phone, but this will only be insisted on in the presence of a further member of SMT. Any member of staff can confiscate a phone and leave it in reception. In the Junior school



peer on peer abuse is discussed in PSHE, visits from the NSPCC which discuss types of abuse and through online safety talks. Further information on how to respond to incidents in sexting can be found in the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017).

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

All staff should be trained to manage how to report peer on peer sexual violence and sexual harassment; this follows the same guidelines on how to receive a disclosure, but staff should not view or forward illegal images of a child. In this situation, staff should refer to the DfE guidance on [Searching, Screening and Confiscation](#) and the [UKCCIS sexting advice](#). Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.

### **Sexual violence and sexual harassment**

All staff and students are made aware of the following:

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physically and verbally) and are never acceptable. All victims will be taken seriously and offered appropriate support. Children who are victims and survivors of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. We will ensure that victims and survivors are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Other children and school staff will be supported and protected as appropriate.

The UK report 'It's just everywhere' found that 14% of girls were significantly more likely than boys (7%) to report that their partner had pressured them to share nude images of themselves in the last year. Girls are also significantly more likely to be victimised with unwanted sexual messages and images from their peers online, with 31% of female respondents aged 13-17 years saying they had experienced this in the last year compared to 11% of male respondents.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. Any reports of abuse involving children with SEND will involve close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO.



Children who identify as LGBTQ+ can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+

All staff are made aware of these principles:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

Schools play an important role in preventative education. Keeping Children Safe in Education sets out that all schools should ensure children are taught about safeguarding, including how to stay safe online. The most effective preventative education programme will be through a whole- school approach that prepares students for life in modern Britain. Redmaids’ High has a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by our behaviour policy and the pastoral support system, and by a planned programme of evidence-based age-appropriate content delivered through the whole curriculum tackling issues such as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- recognising and resisting pressure/seeking help;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- understanding acceptable/unacceptable physical contact;
- that sexual violence, abuse and sexual harassment is always wrong; and
- addressing cultures of sexual harassment;





- digital defence - educating young people on how to navigate online platforms and digital devices safely and effectively. It can include aspects of digital literacy related to privacy settings, reporting and blocking other users, identifying and addressing issues of online sexual harassment and recognising misinformation.

Our school will deliver this content through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE) lessons; form time activities and assemblies; and Activity Days (when necessary). As part of our curriculum offer, we may engage with appropriate, well established external agencies to deliver materials to students.

[All teaching staff should be aware of the guidance on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.](#)

### **Allegations of peer on peer abuse**

A student against whom an allegation of abuse has been made may be suspended from the school during the investigation. The school will take advice from the Safeguarding in Education Team (SET) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged victim and perpetrator. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of the SET, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the school and advice will be sought as necessary from the SET or police as appropriate.

Victims and perpetrators of peer on peer abuse will be offered support by the school, including counselling and mentoring as appropriate. In the Junior school, students are given support by a named person and monitored by senior management. All incidents will be recorded securely on the CPOMS system.

All peer on peer abuse will be managed in accordance with this safeguarding policy and a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm and warrants a response under these safeguarding procedures rather than the school's Behaviour and Sanctions Policy. It is very important that if staff have any concerns that this should be reported as if there are no reports, it does not mean that it is not happening. Further information can be found in the [Preventing and Tackling Bullying](#) guidance.

### **5. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

[More information can be found in Part 5 of Keeping Children Safe in Education.](#)



## **Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. It may involve physical contact or non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images, encouraging children to behave in sexually inappropriate ways or grooming a child.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology, through sharing videos or images of them on social media.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Further information can be found: <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

What marks out exploitation is an imbalance of power in the relationship. Redmaids' High recognises that CSE, in all its forms is child abuse and must be treated as a child protection issue. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. It should be recognised that women as well as men can be abusers.

The School recognises that children who are victims of child sexual exploitation may go missing from education. School staff will be alert to possible indicators of child sexual exploitation and any concerns will be managed in accordance with this policy.

## **Child Criminal Exploitation (CCE)**

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the



activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children can take the form of harm that is a typical feature of county lines criminal activity: drug networks or gangs, groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. One of the keys to identifying potential involvement in county lines are missing episodes from school, when the victim may have been trafficked for the purpose of transporting drugs. A referral to the National Referral Mechanism should be considered.

Some of the following signs may be indicators of **child criminal exploitation**:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

Further guidance can be found:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

## **6. Honour Based Violence ('HBV')**

So-called HBV can include Female Genital Mutilation ('FGM') and Forced Marriage. School staff will be alert to possible indicators of HBV. See below for further details of each:

### **Female genital mutilation**

Female genital mutilation (FGM) is a collective term used for different degrees of mutilation of the female external genitals, which includes the partial or total removal of the external female genital organs or injury to the female genital organs for cultural or non-therapeutic reasons. More information on FGM can be found in the Multi-agency statutory guidance:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>.

Staff should be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. FGM is a practice that is widely carried out among specific ethnic populations in Africa and to a lesser extent the Middle East and Asia. Countries include including Egypt, Kenya, Ethiopia, Nigeria, Eritrea Sudan, Somalia, Sierra Leone, Yemen,



Indonesia and Afghanistan. It serves as a complex form of social control of women's sexual and reproductive rights. Although Redmaids' High has very few students from these backgrounds and we consider girls in our school unlikely to be subject to FGM, we will continue to be alert and review our policy.

It is believed that FGM may happen to girls in the UK as well as overseas. Girls of school age who are subjected to FGM overseas are likely to be taken abroad (often to the family's country of origin) at the start of the school holidays, particularly in the summer, in order for there to be sufficient time for her to recover before returning to school. Potential risk factors and warning signs might be:

- a girl confides that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent;
- parents state that they or a relative will take the girl out of the country for a prolonged period;
- a parent or family member expresses concern that FGM may be carried out on the girl;
- a family is not engaging with professionals (health, education or other);
- a family is already known to social care in relation to other safeguarding issues;
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it – it is important to consider the context of the discussion;
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- a girl is unexpectedly absent from school;
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

Girls at risk of FGM may not be aware of the practice or that it might be conducted on them, so sensitivity should always be shown when approaching the subject.

It is important that staff look out for signs that FGM has already taken place, there are a number of indications that a girl has already been subjected to FGM:

- a girl asks for help;
- a girl confides in a professional that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- a family/child is already known to social services in relation to other safeguarding issues;
- a girl has difficulty walking, sitting or standing or looks uncomfortable;
- a girl finds it hard to sit still for long periods of time, and this was not a problem previously;
- a girl spends longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl has frequent urinary, menstrual or stomach problems



- a girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- there are prolonged or repeated absences from school or college
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- a girl is reluctant to undergo any medical examinations;
- a girl asks for help, but is not explicit about the problem;
- a girl talks about pain or discomfort between her legs.

Staff should remember that this is not an exhaustive list of indicators.

Staff must activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

**It is a statutory duty on teachers to report cases of FGM in under 18s to the police.** The local police non-emergency number is 101. Mandatory reporting of female genital mutilation: KBSP procedural information can be found at:

<https://bristolsafeguarding.org/policies-and-guidance/honour-based-violence/>

Unless a teacher has good reason not to, they should still consider and discuss such cases with the DSL and involve Children's Social Care as appropriate.

### **Forced Marriage**

The school is also aware of the possibility of forced marriage in certain communities and we will continue to review our approach and consider potentially vulnerable students. Pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage:

<https://www.gov.uk/guidance/forced-marriage>

## **7. Radicalisation and the Prevent Duty**

The School has a legal duty to have due regard to prevent people from being drawn into terrorism. The school aims to build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We are committed to providing a safe space for discussion in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in student's behaviour, which could indicate they may be in need of help or protection.



Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. The school recognises that all staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. All staff will receive Prevent training. Concerns about radicalisation should first be raised with the DSL.

Staff will consider the level of risk in order to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

The Home Office statutory Prevent Duty guidance can be accessed at:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Call Prevent on 01278 647466

The Department for Education non-statutory Prevent duty guidance can be accessed at:

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

The Home Office Prevent e-learning can be accessed on the links below:

Prevent Awareness - <http://www.elearning.prevent.homeoffice.gov.uk>

Prevent Referrals - <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

Channel Awareness -

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

## **Radicalisation and visiting speakers**

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our students is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. See Appendix 4 for procedures and the visitor code of practice.

## **8. Online safety**

All students are given online safety advice as the school acknowledges there are associated risks to the well-being of children from the internet, including exposure to



inappropriate material of a sexual, violent or extremist nature, physical dangers and online bullying (See online safety code of practice and anti-bullying policy).

Issues classified with online safety can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Staff are equipped with the knowledge to safeguard children online by attending regular online safety training. The School has an Online Safety Officer who leads the Online Safety Group. The Online Safety Officer takes responsibility for online safety issues and ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident. All staff are asked to read the online safety policy annually. The School has also carried out an online safety self-review using the 360 Safe website.

## Remote learning

The School will ensure that appropriate filters and monitoring systems are in place to keep children safe online. The School's systems are Impero PC monitoring, Jamf mobile device management, Smoothwall and filtered monitoring for the internet. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

During remote learning, all students, parents and staff were reminded of online safety with an Acceptable Use Policy which they were sent as we were locked down. All lessons were recorded and any one to one lessons were logged with the DSL in advance of them happening. Vulnerable children and those with a social worker were still able to access on site education each day.

For more details on cyber-bullying, please refer to the school's anti-bullying policy and to the school's online safety code of practice. Online safety is taught in IT, assemblies and in response to need.

DfE resources include:





- The UK Safer Internet Centre [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- CEOP's Thinkuknow [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

The School involves parents with invitations to online safety, self-esteem talks etc. In the Junior School staff use the CEOPs (Child Exploitation and Online Protection Command) website and safeguarding networking meetings. [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/)

**Use of mobile phones and cameras:** Please see the School's, Taking, storing and using images of pupils policy and Staff Behaviour Code of Practice for the school's policy on taking photographs of students.

**Use of mobile phones:** for students in Years 7 – 11, mobile phones should not be used or seen at all during the school day. For those students in the Sixth Form, mobile phones may be used in the Sixth Form Centre only. Please refer to the guidelines about the use of mobile phones code of practice. This code of practice also gives clear guidance on the use of ipads during school hours.

## 9. Health and eating disorders

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Redmaids' High School promotes good mental health in a number of ways, including good relationships between staff and students and between students themselves and also through the ethos of the school, the PSHE programme, the tutor system and assembly programme amongst other things. The school counsellor also works with individuals in need. Redmaids' High School holds a number of visits and events to help build resilience and promote mental health, including guest speakers.

Senior School:

The Designated Safeguarding Lead is the senior lead for mental health. If a member of staff of the senior school has a concern about a student's mental health, they would speak to an appropriate member of the pastoral team. This would usually be a tutor, Head of Year, Assistant Head of Year, the school nurse or the safeguarding leads and would recommend the school counsellor if appropriate. We would work closely with families and can recommend actions, such as GP, CAMHS referral, referral to a psychologist etc. We encourage a multi-agency approach and maintain regular contact with student and family, if appropriate. Rigorous notes are kept on CPOMS.

Junior School:



The Junior School has a Mental Health Lead and they are part of the Junior Leadership team. They oversee the mental health provisions for both staff and pupils. Pupils discuss and learn about keeping healthy mentally through PSHE, pastoral sessions, assemblies and current affairs activities. If a member of staff has a concern about a pupil, depending on the level of concern, they will bring it to a staff meeting to discuss or refer it directly to the Headteacher (DSL). Usually, a discussion with the parents would follow if appropriate and a suitable support pathway agreed. The school counsellor is available to Junior pupils, depending on the age of the pupil and the concern. Sometimes, parents are signposted to other provisions or referrals are made to other agencies (GP, CAMHS, psychologist etc.) with the support of the school nurses. Regular contact is maintained with the pupil and parents. Records are kept on CPOMS.

More information can be found in the [mental health and behaviour in schools guidance](#).

## 10. Domestic Abuse

The school recognises that any student can be witness to, or affected by, domestic abuse or violence in the home. The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. Support posters for victims are clearly displayed in school and healthy relationships (and strategies for protecting oneself from unhealthy relationships) are discussed within PHSE lessons. This messaging is consistent with values and practices modelled and discussed throughout the school setting.

The DSLs and DDSLs have attended a Domestic Abuse Notification Briefing. Notifications are acted upon the day they are received, or the next working day if an alert arrives at the weekend, and an action plan is made for each notification. These notifications are stored securely in the child's safeguarding file, with the Avon and Somerset Police information sharing notice in front.

The action plan will be implemented by the DSL, usually in conjunction with the Head of Year, and monitoring of the student will be regularly maintained. Any additional information the school has will be shared with First Response after 48 hours. All staff are aware of the high level of confidentiality required around such notifications and circumstances and as such, monitoring and interventions are carried out particularly sensitively.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse.](#)



## **11. Serious Violent Crime**

All staff should be alert to indicators that may signal that children are at risk of violent crime from, or involved with, serious violent crime. Signs could include, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.

Further guidance can be found in the Home Office document – Criminal Exploitation of children and vulnerable adults: County Lines guidance.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

If there was a concern about a student, the DSL or DDSL should be informed and the matter would be dealt with by the relative authorities, including First Response and the police force. Confidentiality should be maintained at all times.

Any member of staff can carry out a search if they are concerned about a student. Staff should seek advice from a member of SMT prior to the search if possible and ensure that the student consents. If this is not possible a member of SMT should be advised after the search. Only authorised members of staff (the Head, Headteacher or Deputy Heads) can search a student if they do not consent. The member of staff should have another person with them and be the same gender as the student. Staff should refer to the DfE guidance on [Searching, Screening and Confiscation](#).

All members of SMT are asked to read the Bristol Offensive Weapons in Educational Settings guidance.

[https://drive.google.com/drive/folders/1eFp\\_Cch0tL2z9YxmcBuBC7f2DaRwKXGZ](https://drive.google.com/drive/folders/1eFp_Cch0tL2z9YxmcBuBC7f2DaRwKXGZ)

## **12. Vulnerable Groups**

All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs.

No child or group of children must be treated any less favourably than others in being able to access services, which meet their particular needs.

We recognise that some groups may be likely to be more vulnerable to abuse and less able to access support:



## **Children Missing from Education**

A child going missing from education, either long term, or regularly on repeat occasions, is a potential indicator of abuse or neglect, including that a child may be at risk of radicalisation, FGM or forced marriage. Unauthorised absences from school will be managed in accordance with the School's Missing Child Policy. Redmaids' High monitors all student absences and promptly addresses concerns about irregular attendance with the parent/carer. The School has at least two emergency contacts for each student. A student who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more will be reported to the local authority. For further details on when the School has a duty to report to the local authority, please see the Missing Child Policy and Procedures when a child is not collected on time.

## **Looked After Children**

The school recognises the additional vulnerabilities of Looked After Children. The governing body appoints a designated teacher, the DSL, to promote the educational achievement of any student who is looked after and ensures this person has appropriate training.

## **Young Carers**

Young Carers are children and young persons under 18 who provide or intend to provide care assistance or support to another family member. They carry out on a regular basis, significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult. They may need particular support and the school will be aware that this may be the case.

## **Special Educational Needs and Disability (SEND)**

All staff also need to be alert to the specific needs of those students who have special educational needs and/or disabilities. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect and face additional safeguarding challenges. Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. For students who need additional support, the School considers the SEND Code 2015, Mental health and behaviour in Schools (November 2018) and Counselling in schools, a blueprint for the future (February 2016).

## **Private Fostering and International Students**

All staff need to be aware that there will be some children who attend the school who do not live with their parents, but stay with a host family; this is called homestay. This could be for a student who is attending Redmaids' High as part of an exchange visit or could be a student from another country who is choosing to study in the UK on a child student or BNO visa. Where a period of UK homestay lasts 28 days or more, for a child



aged under 16 years of age (under 18 years of age if the child has disabilities), this may amount to private fostering under the Children Act 1989. In these cases the school will notify the local authority of the arrangements. Students should understand who to contact during a homestay should an emergency occur or a situation arise which makes them feel uncomfortable.

As a child student visa sponsor, Redmaids' High ensures that the student's welfare, safety and emotional needs can be met as well as their educational needs, especially in relation to the dangers of exploitation. Heads of Year (HOY), tutors and class teachers will be made aware of the students who are studying on student visas and the added safeguarding risks. If any HOY, tutor or class teachers become aware of any changes in circumstances, such as living arrangements or absence, the DSL and Compliance Officer must be informed.

For further information:

[www.gov.uk/government/publications/children-act-1989-private-fostering](http://www.gov.uk/government/publications/children-act-1989-private-fostering)

### **13. Implementation**

- The Senior Management Team (SMT) and particularly the DSLs oversee the implementation of this policy, ensuring that all members of staff recognise their duty to safeguard our students' welfare and must therefore familiarise themselves and comply at all times with this policy. Safeguarding and promoting the welfare of children are everyone's responsibility. This includes a duty both to children in need and to children at risk of harm. All school staff should be aware that child protection incidents can happen at any time and anywhere (not just in the school environment) and are required to be alert to any possible concerns.
- Senior management ensure that all staff have the requisite induction and training to be able to implement this policy.
- The DSLs have been fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of Keeping Children Safe in Education. They are members of the senior leadership team at Redmaids' High. The deputy DSLs are trained to the same standard as the main DSLs.
- The DSL and/or the deputy DSL can be contacted at any time (during school hours) for staff in school to raise or discuss any safeguarding concerns. Cover arrangements for any out of hours/out of term activities are arranged among SMT members with the lead members of staff for the activity.
- It is a statutory requirement that all teaching and support staff, including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school read this policy alongside Part 1 of Keeping Children Safe in Education and the school's Safer Working Practice; Behaviour and Code of Conduct for Staff. It is also important that staff are fully aware of the Whistleblowing Policy. This



is in the Employment Manual and there is also a copy on OneDrive with the Safer Working Practice documents under Policies and Codes of Practice.

- **All staff complete an online form to confirm they have read the above safeguarding documents and others, on joining the school and thereafter on a yearly basis.**
- All members of staff are kept aware of any changes made to the policy.
- The school has a protocol to ensure all visiting speakers are suitable and appropriately supervised – see Procedures for arranging visiting speakers and code of Practice (Appendix 4)
- All staff, including support staff, should be alert to suspicious changes in a student's behaviour patterns or any physical injuries, which might cause concern.
- The Assistant Head, Pastoral ensures that the PSHE curriculum supports and guides students in their ability to acquire the relevant information, skills and attitudes both to recognise abuse and feel supported to tell a trusted adult what has happened or is happening to them and to be supported/empowered to resist instances of abuse and to prepare them for the responsibilities of adult life.
- The school employs a School Counsellor to provide a confidential counselling service for students. They are subject to the same obligations about confidentiality and child protection as all other staff.
- This policy is available to parents and others on the school website and, on request, from the school office. Parents who have suspicions of abuse should contact the DSL. At Redmaids' High, we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school.
- Any other person or outside agency who contacts the school to discuss a matter of suspected abuse must be referred to the DSL.
- The policy is in accordance with locally agreed procedures.
- When members of staff take photographs for school use and/or personal use e.g. photographs of a school trip as a record, they need to be mindful of the responsibility to use them appropriately. This is to ensure that staff do not make themselves vulnerable to accusations of inappropriate use. Similarly this will ensure that staff do not expose young people to the possibility of images, either their own or of staff, being used inappropriately. Details on how to store such images can be found in the school policy on Taking, storing and using images of pupils.
- All members of staff must have an enhanced Disclosure and Barring Service (DBS) check carried out before they commence employment, and all other checks in line with the school's Recruitment Policy.
- The school operates Safer Recruitment procedures to check the suitability of new staff and volunteers to work with children. This includes sourcing full references with clear statements about a candidate's suitability to work with children and enhanced DBS checks. Assurances are obtained that staff employed by other organisations who work with the School's students; on or off site have appropriate safeguarding checks. Please refer to the Staff Recruitment Policy on school website.
- At least one person on every interview panel must have undertaken Safer Recruitment Training.
- The school's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our students.

## Training





- The governor responsible for child protection will receive inter-agency training and 3 yearly updates in Safer Recruitment and Safeguarding as recommended by Working Together to Safeguard Children, 2018.
- The DSLs and their deputies undertake child protection inter-agency training plus single agency training and professional development specific to the role with refresher training at least every 2 years.
- All teaching and support staff, including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school receive appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL or the Head/Headteacher and, if required, to the main points of local procedures of KBSP or, in certain circumstances, the police.

All teaching and support staff (including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school) complete an online safeguarding course. Documents to be read on appointment and on an annual basis include:

1. Part 1 of Keeping Children Safe in Education: safeguarding information for all school and college staff. What schools and colleges should know and do.
2. Redmaids' High Safeguarding and Child Protection Policy
3. Redmaids' High Behaviour and Code of Conduct for Staff
4. Redmaids' High Safer Working Practice
5. Whistleblowing Policy
6. Risk Management
7. Health & Safety policy
8. The School's Regulatory Policies
9. The School's Codes of Practice
10. The Staff Handbook (Staff Handbook Folder on staff Drive)
11. Information about students with special educational needs, including Gifted and Talented and also the Special Circumstances documents (teachers only)
12. The Data Protection documents, including the staff ICT Acceptable Use policy

A few staff, with the Head/Headteachers' approval read a shorter list of documents, which always include the safeguarding documents and KCSIE test. For example, self-employed teachers, catering and domestic staff and volunteers.

All staff at Redmaids' High School, including voluntary staff, receive child protection training and updates on child protection procedures in line with advice from the Keeping Bristol Safe Partnership (KBSP) (typically every 3 years). Staff are given training in understanding and awareness of what constitutes child abuse. Redmaids' High School policies and procedures make it clear that anyone can make a referral to Children's Social Care if there is a risk of immediate serious harm to a student.





All staff will have due regard to the need to prevent children from being drawn into terrorism, and will have Prevent training. Records of child protection training undertaken by any staff will be recorded in their files and in a separate, designated file.

## **Monitoring**

Safeguarding matters are monitored by the DSL and senior staff through the pastoral system. Safeguarding/Safer Working Practice is a standing item on certain meetings' agendas, e.g. SMT, staff meetings, Safeguarding and Education Committee meetings and the Full Governing Body Meetings. Safeguarding issues are, therefore, regularly reported at least termly to governors. The governor with safeguarding responsibility undertakes visits and checks over the school year. The DSL completes the local authority's Annual Safeguarding Children Audit.

## **Review**

### **Safeguarding is a responsibility of the governing body as a whole**

The policy and its implementation will be evaluated and reviewed annually by the governor responsible for safeguarding and the outcome reported to the governing body as part of the annual safeguarding report, which is discussed and interrogated by the governing body. Any deficiencies or weaknesses in safeguarding arrangements will be remedied without delay. The policy itself is reviewed, approved and endorsed by the governing body annually, or more frequently, if and when legislation changes.

## **14. Roles and Responsibilities with regard to Safeguarding**

### **The Responsibilities of the Governing Body**

- Maintaining an overview of safeguarding in the school, in accordance with the governing body's overall responsibility for safeguarding matters
- Having a senior governing body level lead governor to take leadership responsibility for the organisation's safeguarding arrangements
- Ensuring that an effective Safeguarding and Child Protection policy is in place, together with a staff Code of Conduct and Whistleblowing policy
- Ensuring staff are provided with the latest copy of Part One of Keeping Children Safe in Education (Appendix 1) and are aware of specific safeguarding issues
- Ensuring that staff induction is in place with regards to child protection and safeguarding
- Ensuring the appointment of appropriate senior members of staff to act as the DSLs
- Ensuring that all of the DSLs (including deputies) must undergo formal child protection training every two years (in line with KBSP guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns



- Ensuring that students are taught about safeguarding in an age appropriate way
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard students from potentially harmful and inappropriate online material.

NB: Additional information to support governing bodies and proprietors is provided in Annex C of Keeping Children Safe in Education (DFE 2021).

## **The Role of the Safeguarding Governor**

The safeguarding governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body, although responsibility remains with the governing body.

The safeguarding governor should ensure, on behalf of the governing body, that the safeguarding agenda is embedded in the ethos of the school.

### **Responsibilities, undertaken on behalf of the Governing Body:**

- Champion safeguarding and child protection issues within the school, acting as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met
- To be familiar with national and LA guidance and policy relating to safeguarding and child protection and associated issues, and to attend training for nominated Safeguarding governors including safeguarding update training every 3 years
- Encourage other governors to develop their understanding of the governing body's responsibilities with regard to child protection and assist them to perform their functions in respect of safeguarding students
- Contribute to ensuring any deficiencies in the school's safeguarding practices are addressed which may be brought to governors' attention by a member of school staff, a parent, an officer of the Local Authority or from any other source
- To ensure there are suitably qualified and supported Designated Safeguarding Leads (Junior and Senior), who are part of the school's leadership team, and have sufficient time and resources at their disposal to carry out their duties effectively, as well as designated deputies, all receiving training every two years
- Meet regularly with the DSLs in order to monitor the effectiveness of the safeguarding and child protection policies and procedure and to be available to discuss urgent issues as required
- Ensure the governing body is updated on a termly basis of any safeguarding and child protection issues including LA referrals made by the school
- Monitor and review annually the safeguarding and child protection policies and associated procedures, including whistleblowing.
- Attend an annual safeguarding and child protection review and monitor progress against actions resulting from the annual safeguarding audit
- Ensure that the governing body receives an annual report on the implementation of the school's safeguarding and child protection policy and procedures which identifies any developing trends



- Ensure there is a robust system for recording, storing and reviewing student welfare concerns
- Ensure training in safeguarding and child protection is undertaken by ALL teaching and support staff, including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school every three years and all staff training records are up to date
- Ensure arrangements are in place for the inclusion of safeguarding and child protection procedures in an induction programme for **all** people working in the school
- Ensure arrangements are in place to ensure safer recruitment procedures (with interview panels convened appropriately) and appropriate checks on new staff and volunteers
- Have oversight of the Single Central Record and ensure it is up to date and maintained in line with guidance
- Ensure that the Chair of the governing body will liaise with the Head/Headteacher and the Local Authority (LA) over matters regarding confidential child protection issues involving allegations against staff. Where there is an allegation of abuse against the Head or Headteacher, the Chair of the governing body will take the lead in liaising with the LA and/or partner agencies.
- Ensure that any 'serious safeguarding incidents' are reported to the Charity Commission promptly and in line with the Redmaids' High Serious Incident Reporting Code of Practice. If the nature of the incident is not deemed serious enough to report (based on the [Charity Commission guidance](#)), then a note should be made on the relevant safeguarding file to justify why it was not reported
- Ensure that any 'serious safeguarding incidents' are promptly reported to the Independent Schools Inspectorate (ISI).

## **The Role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)**

The broad areas of responsibility for the DSLs and DDSLs are:

### **Managing referrals and cases**

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Advice about when to call the police can be found here:  
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- Liaise with the Head/Headteacher to inform them of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies



- Support, staff who make referrals
- Share information with appropriate staff in relation to a Looked After Children's (LAC) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility
- Ensure they have details of the LACs social worker and the name of the virtual school Headteacher in the authority that looks after the child
- Ensure that LADO is contacted for any matters that cannot be dealt with properly internally, for example, any allegation that cannot be dealt with, with impartiality, particularly if an allegation were to be made against a family member

### **Training**

The DSLs should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures
- Be alert to the specific needs of vulnerable children, for example those with special educational needs and those in care.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

### **Raising Awareness**

- The DSLs should ensure the school's policies are known, understood and used appropriately
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly. This should be done in conjunction with the governing body
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this



- Link with the Keeping Bristol Safe Partnership (KBSP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where students leave the school, ensure the file for safeguarding and any child protection information is sent securely to any new school/college as soon as possible but transferred separately from the main pupil file
- Ensure the school obtains proof that the new school/education setting has received the safeguarding file for any child transferring and then keep or destroy any information held on the child in line with data protection guidelines
- Be responsible for online safety in order to safeguard and promote the welfare of students

### **The Role of the Head/Headteacher**

To take responsibility where allegations involving staff are concerned

### **The Role of all Staff**

*To be mindful that safeguarding is the responsibility of all in the school and to raise safeguarding concerns promptly as outlined in this policy.*



## **15. Recruitment and Staffing**

### **1. Safer Employment Practices**

The school follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. At least one member of each recruitment panel will have received accredited Safer Recruitment Training. Please refer to the Staff Recruitment policy, recruitment pack, policy on induction of new staff, governors and volunteers in child protection and behaviour and code of conduct for staff.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE September 2021), the governing body prevents people who pose a risk of harm from working with students by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements.

The school works with external agencies where appropriate including inter-agency working on the part of the DSL and attendance at strategy meetings.

As part of carrying out safer recruitment procedures under KCSIE, all teaching and support staff, including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent schools checks.

Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's students at School or on another site.

Should the school develop concerns about an existing staff member's suitability to work with children it will carry out all relevant checks as if the individual were a new member of staff.



Please see the Staff Recruitment policy for further details.

## **2. Induction and Training**

All new staff receive induction and training on safeguarding issues as outlined in the section on training in this policy.

## **3. Responsibilities of all Staff with regard to Suitability for Employment**

All staff at Redmaids' High School are required to notify the school immediately if they are aware of anything that may affect their suitability to work with children. This will include notification of any convictions, cautions, court orders, reprimands or warnings they may receive. They must also notify the school immediately if they are disqualified from childcare under the Childcare (Disqualification) Regulations 2009.

Staff who are disqualified from childcare may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Head/Headteacher or Director of Finance and Operations for more details.

The school will report promptly to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children (see details in section on Allegations of Abuse against staff below).

Staff should be aware that the relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, please speak to the Head/Headteacher or Director of Finance and Operations.

Failure to make a report constitutes an offence and the school may be removed from the Department of Education register of independent schools.

## **16. Allegations against Staff**

This guidance should be followed where it is alleged that anyone working in the school, including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school has:

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

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of





trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential to the DSL. Staff should refer to the school's Staff Handbook, Safer Working Practice document and behaviour and code of conduct for staff policy.

### **1. Guidance for staff in avoiding allegations**

Staff should always behave in accordance with the behaviour code of conduct for staff policy and the staff handbook. Additional measures are taken to safeguard students and staff, for example in one-to-one or off-site tuition and performances away from school. These include ensuring that where it is one-to-one, tuition occurs only:

- When other staff know it is happening
- It happens in a reasonably public place
- The teacher and student can be seen from outside the room
- The teacher maintains an appropriate distance from the student

In one-to-one tuition the teacher should be alert to create conditions in which allegations against them are unlikely to be made. Staff must not touch a student other than to restrain her if she is likely to injure herself or others or occasionally (and always when others are present) with the student's consent, to demonstrate a practical subject such as PE, drama or music.

Staff must not socialise with students out of school or offer lifts to students without their parents' or the Head/Headteacher's permission. Staff must not engage in inappropriate electronic or paper communication with a student. (See Guidance for Safer Working Practice for Adults who work with Children and Young People, 2014 and the School's summary of this document, both available on the Staff Drive).

### **2. What staff should do if there are concerns about another staff member**

If staff members have concerns about another staff member, including the DSL, then this should be referred to the Head/Headteacher. Where there are concerns about the Head/Headteacher this should be referred immediately to the chair of governors, see Part 4 of KCSIE for full guidance. This information is on OneDrive, (under policies and codes of practice). If there is a concern about a member of the governing body, then the concern should be referred to the Local Authority Designated Officer (LADO). Staff are informed of this procedure in their introduction to safeguarding and child protection during induction.

If anyone has concerns about safeguarding practices within the school they should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime (see Whistleblowing Policy).



### **3. Allegations of abuse made against teaching and support staff, including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school.**

Keeping Children Safe in Education, Part 4 deals with allegations against staff. All allegations concerning staff should be handled as speedily as possible.

The school does not undertake its own investigations of allegations without prior consultation with the local authority designated officer, (LADO) or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO can be held informally without naming the school or individual. Allegations against anyone working in the school must be referred to the LADO within one working day. If a crime has been committed the matter must be referred to the police.

Staff should be aware of the school's procedures for dealing with accusations of abuse made by students against members of staff, as outlined in this policy and emphasised by the DSL in the child protection briefings. As in other cases of allegations of abuse, those made against a member of staff must be listened to and a written record made of the conversation.

**If an allegation is made against a teacher or anyone working with children in a school, then this should be referred to the Head/Headteacher. If an allegation is made against the DSL the matter should be referred to the Head/Headteacher. If an allegation is made against the Head/Headteacher the matter should be referred to the chair of governors who has special responsibility in these circumstances. The chair of governors consults the LADO without informing the Head/Headteacher. The safeguarding governor must also be informed by the Head/Headteacher if the allegation is against the DSL.**

#### **Procedure:**

- The school seeks advice at the earliest opportunity from the Local Authority's Allegation Team Managers and LADO (Local Authority Designated Officer) Nicola Laird on 0117 903 7795
- The DSL/chair of governors will take advice from the LADO who together will decide whether:
  - there is sufficient substance in the allegation to merit its referral to Children and Young People Service for investigation (and whether any possible criminal behaviour is involved which would require reporting to police)
  - the allegation was prompted by inappropriate behaviour which should be considered under the school's disciplinary procedures rather than referral or
  - the allegation is apparently without foundation and requires no further action.
- Unless there is an objection from the Local Authority, the teacher concerned must be informed of the allegation and the likely course of action.



- The member of staff concerned should be advised to seek advice from their professional association and be informed that they have the right to be accompanied at any interview by a representative of this association, a legal advisor or by a friend.
- The school should also take into account both the need for the protection of the student and the need to keep the damaging effects of false accusations to a minimum. Unless there is suspicion that the student might be in acute physical danger, precipitate action should be avoided.
- Suspension of a teacher can have a substantial detrimental effect on a career and is not the only option available to the school: teachers facing allegations of abuse need to have confidence that any investigation will take place in a careful, measured way.
- The school will report promptly to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
- Failure to make a report constitutes an offence and the school may be removed from the Department of Education register of independent schools.
- Governing bodies of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.
- Allegations found to be malicious should be removed from personnel records.
- Records will be kept of all other allegations but any that is not substantiated, is unfounded or malicious will not be referred to in employer references.
- Independent schools have a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had they not resigned first). Reasons include: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". (More guidance can be found at [www.gov.uk/government/organisations/teaching-regulation-agency](http://www.gov.uk/government/organisations/teaching-regulation-agency)).
- When a referral has been made to the DBS, it is not necessary for a referral also to be made to TRA as the information is shared between the two bodies. Where dismissal does not reach the threshold for a DBS referral, separate consideration should be given to a TRA referral. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in 'Teacher misconduct: the prohibition of teachers' (October 2015) <https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3> and also the gov.uk website.
- Redmaids' High School guide to Safer Working Practice; Behaviour and Code of Conduct for Staff (Appendix 2) contains guidance for staff to ensure their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student (e.g. conveying a student by car, inappropriate electronic communication).



## **17. Policies and related School documents to be read in conjunction with this policy**

This Safeguarding policy is to be read in conjunction with other related school documents including:

- Absence, unauthorised absence, missing students and use of registers
- Senior School Anti-bullying
- Junior School Anti-bullying
- Senior School Behaviour and Sanctions
- Junior School Behaviour and Sanctions
- [Complaints](#)
- Data Protection and associated privacy policies
- Online Safety code of practice
- [ICT – Staff Acceptable Use Policy Agreement](#)
- First Aid, Health and Medical Centre
- Health and Safety
- KCSIE (September 2021) and Annex A
- PSHE
- Staff Recruitment
- Special Education Needs and Disabilities, including EAL
- Spiritual, Moral, Social & Cultural Development
- Safer Working Practice; behaviour and code of conduct for staff
- Staff Code of Conduct
- [Senior School Visitors Code of Practice and checklist for visiting speakers](#)
- [Junior School Visitors Code of Practice and checklist for visiting speakers](#)
- [Whistleblowing Policy](#)

### **References**

- Working Together to Safeguard Children, 2018
- Keeping Children Safe in Education, September 2021
- Guidance for safer working practice for those working with children and young people in education settings – May 2019
- Guidance on Transfer of a Child Protection File to Another Setting, Bristol Safeguarding Children Board, April 2016
- Redmaids' High School Staff Handbook
- Redmaids' High School Employment Manual
- Redmaids' High School Safer Working Practice; Behaviour and Code of Conduct for Staff
- Bristol Safeguarding Children Board's May 2018 Threshold Guidance to provide support for professionals help determine what level of support a child or family require.
- Independent school standards guidance, DfE, April 2019
- When to call the police – NPCC
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019
- Prevent Duty Guidance for England and Wales – April 2019
- COVID-19: safeguarding in schools, colleges and other providers
- Mental health and behaviour in schools – November 2018



- Preventing and tackling bullying, July 2017
- Safeguarding and protecting people for charities and trustees, December 2019
- Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017).
  - DfE - Searching, screening and confiscation at school
  - Criminal exploitation of children and vulnerable adults: county lines
  - Multi-agency statutory guidance on female genital mutilation
  - Safer Working Practice for Adults who work with Children and Young People, 2014
  - Teacher misconduct: the prohibition of teachers (October 2015)
  - Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020)

Please see the [Safeguarding in Education Team](#) web page for a range of resources.



## **Appendices**

- Appendix 1** Keeping Children Safe in Education Part 1 and Annex A
- Appendix 2** Safer Working Practice; Behaviour and Code of Conduct for Staff
- Appendix 3** Procedures for transferring child protection files and pro forma
- Appendix 4** Procedures for arranging visiting speakers and code of Practice
- Appendix 5** Implementation of the policy through pastoral care
- Appendix 6** Missing Students Code of Practice
- Appendix 7** Abbreviations

**Reviewed and amended by J Turner, K Doarks, Lisa Brown, Elizabeth Fry, Bisola Ezobi, September 2021 and approved at the Full Governing Body meeting.**

**Review date: September 2022**



## **Appendix 1 – KCSIE Part 1 September 2021**

**All teaching and support staff, including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school must read 'Keeping children safe in education Part 1' – September 2021.**

**All DSLs, DDSLs, SMT and the board of Governors must read Part 1 – 5.**

**Those who do not have direct contact with students are permitted to read the condensed version of the document which can be found in Annex A.**

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





## Appendix 2 - Safer Working Practice; Behaviour and Code of Conduct for Staff

**Applicable to:** all teaching and support staff, including governors, supply teachers, self-employed teachers, contractors, domestic and catering staff, regular visitors, volunteers, and all external staff who run clubs and activities for the students of the school. Everyone has a responsibility to follow the guidance outlined in this document.

**Aims:** to provide clear guidance about behaviour and actions so as not to place students or staff at risk of harm or of allegations of harm to a student. This document explains everyone's responsibilities regarding the safeguarding of students.

### The school:

- provides staff and volunteers with guidance and training on safeguarding and child protection procedures
- takes all reasonable measures to ensure that risks of harm to the welfare of students are minimised
- ensures all appropriate actions to address concerns about the welfare of a student is within a given timetable
- works to agreed policies and procedures in full partnership with other agencies.

### This school seeks to safeguard students by:

- valuing them, listening to and respecting them
- adopting safeguarding and child protection policies and procedures
- ensuring all necessary checks are made when recruiting staff
- sharing information about safeguarding and child protection concerns with parents, staff, agencies and services as appropriate
- providing effective management for staff through supervision, support and training.

Staff training is available throughout the year and it is compulsory for all staff to have annual updates. The safeguarding and child protection policy and procedures and whistleblowing procedures are included in the induction process for all new staff.

### Whole School

Everyone who comes into contact with students and their families in the school environment has a role in safeguarding. The school's general responsibilities are to:

- work with social care, the police, health and other services to promote the welfare of students and protect them from harm
- ensure there is a designated safeguarding lead in place who will:
  - support staff members in carrying out their duties
  - liaise closely with other services such as children's social care
  - refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses risk of harm to, a student and any member of staff it believes has



committed one of a number of listed offences or would have been removed from their role had they not left

- ensure no volunteer is ever allowed to work unsupervised with students until they have a valid DBS certificate.

## **Governing Body**

The governing body's responsibilities are to:

- Have an effective and legally compliant safeguarding and child protection policy in place at all times
- Audit compliance of the policy and review it annually or when statutory changes are announced
- Contribute to inter-agency working
- Ensure that their safeguarding arrangements take into account the procedures and practice of the local authority (LA), as set up by the Keeping Bristol Safe Partnership (KBSP)
- Appoint a designated safeguarding lead (usually from the management team) and a named safeguarding governor.
- Ensure that there are procedures in place to handle allegations against members of the staff and volunteers. If there are concerns about another staff member then this should be referred to the Head/Headteacher, who refers the allegations to the local authority designated officer (LADO)
- Ensure that a member of the governing body, usually the Chair, liaises with the LA and any other partner agencies on issues of child protection if an allegation of abuse is made against the Head/Headteacher
- Have procedures in place to make referrals to the DBS if a person has been dismissed or removed due to safeguarding concerns (this is a legal duty and failure to refer when the criteria are met is a criminal offence)
- The governors are responsible for making sure that any deficiencies in the policy are remedied without delay.

## **Management**

The school management team has a duty to:

- ensure that all staff have access to, and adhere to, the safeguarding and child protection policy and understand the procedures
- support the designated safeguarding lead and the staff in the implementation of the policy, including mentoring less experienced staff
- audit and evaluate the safeguarding and child protection procedures annually and report to the governing body
- ensure that all legally required checks, including DBS are received before a member of staff, including volunteers, starts require new staff to complete safeguarding training as part of their induction



- provide other staff with training on at least an annual basis, including updates or changes to legislation. The Designated Safeguarding Lead will receive updated child protection training at least every two years and all staff are trained in child protection regularly, in line with advice from the KBSP.

All staff, including temporary staff and volunteers are provided with induction training that includes:

1. The School's safeguarding and child protection policy
2. The staff code of conduct/behaviour policy
3. The identity of the DSL
4. A copy of Part 1 of KCSIE
5. The School's whistleblowing policy

### **Designated Safeguarding Lead**

#### **The key elements of the role of the designated safeguarding lead are to:**

Manage referrals and refer all cases of suspected abuse to:

- LA children's social care
- the LADO (for all cases that concern a member of staff)
- the DBS (where a person is dismissed or has left due to risk or harm to a student)
- the police (when a crime has been committed)

Also to:

- liaise with Head/Headteacher to inform them of any issues
- act as a source of support, advice and expertise to staff on safeguarding matters
- undertake safeguarding training every two years
- keep abreast of new initiatives and changes within safeguarding and child protection by regularly attending training
- understand the assessment process
- have a working knowledge of LA child protection case conferences
- ensure each member of staff has access to and understands the safeguarding and child protection policy and procedures
- be alert to the specific requirements of students in need
- keep detailed, accurate secure written records of concern and referrals
- encourage a culture of listening to students
- work with the governing body to ensure that the safeguarding and child protection policy is reviewed annually and procedures are updated and reviewed regularly
- ensure that the policy is available publicly and parents are aware of the procedures
- ensure staff are regularly trained in safeguarding issues



- ensure that the child protection file is copied as soon as possible when students leave and is transferred separately from the main pupil file or via CPOMS
- Note: there must always be cover for this role and the role-holder should be contactable.

### **Staff are responsible for:**

- undertaking regular training in line with advice from the KBSP
- understanding their role in the child protection procedures
- knowing how to contact the designated safeguarding lead and who the nominated safeguarding governor is
- ensuring all students understand the child protection procedures
- being able to identify signs of abuse and neglect and students who may be in need of extra help or who are suffering, or likely to suffer, significant harm
- taking appropriate action and informing the designated safeguarding lead immediately
- making notes of any conversations that may be shared with investigating agencies
- making a referral immediately to children's social care through the designated safeguarding lead, if there is a risk of immediate serious harm to a student
- raising concerns about the practices of teachers or other professionals where these may have a negative impact on pupils' learning or progress, or may put pupils at risk
- **All staff have a responsibility to follow up if they are not satisfied that action has been taken in response to reported concerns.**

In addition staff should refer to *\*Keeping Children Safe in Education Statutory Guidance for Schools and Colleges March 2018 especially Part 1 KCSIE information for all school and college staff. (All staff receive a hard copy of Part 1 ) and Part 4 Allegations of Abuse Made Against Teachers and Other Staff, as well as the Redmaids' High School Safeguarding and Child Protection Policy.*

### **Behaviour and Code of Conduct for all staff**

**It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.**

### **Background**

The following is taken from government guidance and constitutes a **summary selection** for all staff to be aware of. Please speak to the Headteacher for clarification on any point or access the full government guidance in '[Guidance for Safer Working Practice for those working with Children and Young People in education settings](#)'. In addition staff should refer to Part 4 of Keeping Children Safe in Education (September 2021) Allegations of Abuse Made Against Teachers and Other Staff. These documents can be found on OneDrive under policies and codes of practice.



### **Duty of care**

Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally to owe them a duty of care. This means that adults should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

### **Confidentiality**

Adults should be clear about when information can be shared and in what circumstances it is appropriate to do so, and are expected to treat information they receive in a discreet and confidential manner.

### **Power & Positions of Trust**

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted. They should report and record any incident with this potential.

### **Propriety and Behaviour**

Adults should be aware that behaviour in their personal lives may impact upon their work with children and young people.

### **Dress & Appearance**

Adults should wear clothing which is appropriate to their role, is not likely to be viewed as offensive, revealing, or sexually provocative and does not distract, cause embarrassment or give rise to misunderstanding. Political or contentious slogans or badges should not be worn.

### **The Use of Personal Living Space**

No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and senior managers beforehand.

### **Gifts, Rewards & Favouritism**

Before accepting or giving any gifts or rewards, Staff must familiarise themselves with the anti-bribery and corruption policy contained in the Employment Manual. There are specific occasions when adults may wish to give a child or young person a personal gift. Any gifts should be given openly and not be based on favouritism and be provided as part of an agreed reward system. Adults need to be aware that the giving of gifts can be misinterpreted. You should tell a senior manager if you give a gift and the reason for it.



## **Dealing with "crushes"**

Crushes, fixations or infatuations are part of normal adolescent development. However they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted, therefore, the highest levels of professionalism are required. If you suspect that a pupil has a crush on you or on another colleague you should bring it to the attention of the Designated Safeguarding Lead at the earliest opportunity. Suggestions that a pupil may have developed a crush should be recorded. Staff should avoid being alone with pupils who have developed a crush on them and if the pupil sends personal communications to the member of Staff, this should be reported to the DSL and recorded.

## **ICT Acceptable Use**

Staff should not give their personal contact details to children and young people including home e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. Staff should also:

- establish safe and responsible online behaviours and must comply with the ICT acceptable use policy (saved on OneDrive under policies and procedures)
- should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the ICT acceptable use policy
- ensure that personal social networking sites are set as private and ensure that pupils are not approved contacts
- ensure that you do not use any website or application, whether on a School or personal device, which publicly identifies your location while on School premises or otherwise in the course of your employment;
- never use or access social networking sites of pupils and do not use internet or web-based communication channels to send personal messages to pupils;
- never use your own equipment (e.g. mobile telephones) to communicate with pupils - use equipment provided by the School and ensure that parents, guardians or carers have given permission;
- only make contact with pupils for professional reasons; and
- recognise that text messaging should only be used as part of an agreed protocol and only when other forms of communication are not possible. Never share their security passwords – e.g. social networks, iPads, door codes etc.
- ensure that staff with a Twitter account for work purposes add these details to the list in the Staffroom.



## **Social Contact –**

Staff should have no secret social contact with children and young people or their parents; they should consider the appropriateness of any social contact according to their role and the nature of their work and always approve any planned social contact with children or parents with senior colleagues.

## **Sexual Contact**

Any sexual activity between an adult and the child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. Staff should not:

- have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, email, social media messages, phone calls, texts, physical contact
- make sexual remarks to, or about, a child/young person
- discuss their own sexual relationships with or in the presence of children or young people
- It is the criminal offence of an abuse of a position of trust to have any sexual relationship with any School pupil under the age of 18, and whilst not a criminal offence, it is a breach of this Code and considered to be gross misconduct to have a sexual relationship with any pupil of this School, even if over the age of 18.

## **Inappropriate relationships with pupils at another school**

Forming relationships with children or young people who are pupils or students at another school will be a criminal offence if they are under 16 but may also be a criminal offence if under the age of 18 and will be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the Staff involved cannot be trusted to maintain professional boundaries with pupils and students at the School. Whilst not necessarily a criminal offence, the School considers it inappropriate for Staff to form inappropriate relationships with a pupil of any school, irrespective of their age.

## **Physical Restraint**

All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. There are circumstances when it is appropriate for Staff to use force to safeguard children.

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own; or





- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Before intervening physically you should, wherever practicable, tell the pupil to stop and what will happen if he or she does not. You should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

**Inform senior staff:** You should inform the DSL immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. You should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the pupil. The parents, guardians or carers of the pupil should be informed about serious incidents involving the use of force. The DSL will advise as to when parents should be contacted.

**Action taken in self-defence or in an emergency:** The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of Staff (whether authorised or not) would be entitled to intervene.

**Using reasonable force:** There is no legal definition of "reasonable force". It will always depend on the circumstances. The term "reasonable force" covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. "Reasonable" in these circumstances means "using no more force than is needed". The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Note that:

- any use of force should be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented;
- you should recognise the additional vulnerability of children with SEN, disabilities and certain medical conditions before using reasonable force;
- physical force could not be justified to prevent a pupil from committing a trivial misdemeanour;
- any force should always be the minimum needed to achieve the desired result; and
- whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.



## Activities that Require Physical Contact

Physical contact with a pupil may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games. Any physical contact should be in response to the pupil's needs, of limited duration and appropriate to the pupil's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement.

**Guidance on using physical contact:** You should observe the following guidelines (where applicable):

- explain the intended action to the pupil;
- do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if you have other concerns about the pupil's likely reaction;
- ensure the physical contact continues for as short a time as possible;
- ensure that the door is open and if you are in any doubt, ask a colleague or another pupil to be present during the demonstration; and
- consider alternatives if it appears likely that the pupil might misinterpret the contact.

## Personal Care

Adults should avoid any physical contact when children are in a state of undress; avoid any visually intrusive behaviour; where there are changing rooms announce their intention of entering. Adults should not change in the same place as children; shower or bathe with children. When administering first aid you should explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the School's health and safety at work rules and intimate care guidelines, and parents, guardians or carers should be informed.

## One to One Situations

When staff are involved in one-to-one tuition or supervision, including music, performing arts or sports coaching, extra special care should be taken to ensure the behaviour and actions do not place students or staff at risk of harm or of allegations of harm to a student. One to one situations have the potential to make a child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings may also be more vulnerable to unjust or unfounded allegations.

- avoid meetings with a child or young person in remote, secluded areas,
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy



- use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson/meeting is taking place;
- arrange the meeting during normal school hours when there are plenty of other people about
- report any situation where a pupil becomes distressed or angry to the Designated Safeguarding Lead.

### **Home Visits**

Adults should agree the purpose for any home visit with senior management and keep records detailing times of arrival and departure and work undertaken.

### **Transporting Children & Young Adults**

It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers. Where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk, such circumstances must always be recorded and reported to a senior manager and parents/carers.

### **Photography & Video**

Adults should be clear about why photographs or videos are being taken and about what will happen to the images when the activity is concluded. Staff should:

- be able to justify images of children in their possession
- avoid making images in one to one situations or which show no surrounding context
- ensure the child/young person understands why the images are being taken and has give their consent for the photograph or video and to the activity and that they are appropriately dressed
- only use equipment provided or authorised by the School
- report any concerns about any inappropriate or intrusive photographs found
- always ensure they have parental permission to take and/or display photographs.

Staff should not:

- display or distribute images of children unless they have consent to do so from parents/carers
- use personal technology to take images of children – e.g. mobile phones or cameras.
- take images 'in secret', or take images in situations that may be construed as being secretive.



## **Access to Inappropriate Images and Internet Usage**

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven. Adults should not use equipment belonging to the school to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. In the case of images found on a student's phone, staff should refer to the DfE guidance on [Searching, Screening and Confiscation](#) and the [UKCCIS sexting advice](#).

## **Whistleblowing**

Staff should report any behaviour by colleagues that raises concern regardless of the source. Any member of staff can, and must, raise concerns following the School's Whistleblowing policy.

## **Sharing Concerns & Recording Incidents**

Adults should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

## **Reporting Obligations**

It is a contractual requirement as well as in your interests to follow this Code so as to maintain appropriate standards of behaviour and your own professional reputation. A breach of this Code may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.

## **Monitoring and Evaluation**

Monitoring is an ongoing process through data collection and observations. The child protection process and procedures are evaluated annually or when new legislation is introduced and amended accordingly.

All new staff are required to read the appropriate safeguarding and other documents on appointment and all staff re-read all policy and other documents at the beginning of each new academic year.

## **References**

Working Together to Safeguard Children 2018. Keeping Children Safe in Education Statutory Guidance for Schools and Colleges *September 2020*. This includes:

*Part 1 KCSIE Information for all School and College Staff*

*Part 2 The management of safeguarding, the responsibility of governing bodies and proprietors*



*Part 3 Safer Recruitment*

*Part 4 Allegations of abuse made against teachers and other staff*

Guidance for Safer Working Practice for Adults who work with Children and Young People

Linked policies include:

Safeguarding and Child Protection Policy

Whistleblowing Policy

These documents can be found on One Drive under policies and codes of practice.



### Appendix 3 - Procedures for transferring child protection files and pro forma

Redmaids' High School has a duty of care to share safeguarding information with the next educational setting that a student attends. When a student leaves Redmaids' High School we will ensure that any child protection file we have is copied and transferred to the student's new establishment.

The DSL will inform the receiving school within five days by telephone or in person that a child protection file exists. The original child protection file will be passed on within these five school days. This file, which is the record of all safeguarding concerns, will be passed on in its entirety to the next educational setting. It will be transferred separately from the main student file. Redmaids' High School will take care to ensure confidentiality is maintained and the transfer process is as safe as possible. This will be done electronically, via CPOMS where possible, or sent either by hand or sent recorded delivery, separate from the student's main school file. If we post the records we will first copy them and retain the copies until we have confirmation **in writing** that the originals have arrived at the new school. A copy is kept in school.

However the files are sent, Redmaids' High School will keep written evidence of the transfer using the transfer form. We will keep a duplicate copy of this form until we receive the original back from the receiving school with the details, signature and date of the receiving DSL, We will keep this signed form with the child protection file.

If a parent wishes to remove their child to be home educated, the school and the parents will consult before a decision is made. If a student is removed from the roll to be electively home educated, Redmaids' High School will pass the child protection file to the local authority's Elective Home Education (EHE) advisor and obtain a receipt as described above.

If a student with a child protection record leaves the school without a forwarding address and no contact is received from the new school within 10 school days, the DSL should follow the Child Missing Education (CME) procedures.

The Designated Safeguarding Lead will ensure the transfer of child protection files through to Post 16 providers by sending a list of these students with child protection files to the Post 16 provider so they can confirm if the student has enrolled. On confirmation of enrolment, Redmaids' High will follow the same process for the transfer of files as outlined earlier for school transfers. This process should be completed within two weeks of the start of each academic year.

Electronic child protection records of the chronology of referrals are password protected with access strictly controlled.

Redmaids' High School will retain child protection records for as long as the student remains in school and then will transfer the records as described above. The records will be kept indefinitely.



## Example letter

Dear «Title» «School\_Head\_Surname» / Designated Safeguarding Lead,

### **New Student Safeguarding Files**

In line with statutory requirements, I am writing to request any safeguarding/child protection files for students who have joined Redmaids' High School this academic year.

We would be very grateful if you could complete the transfer information form included (for each student) and return it (them) to us with all the relevant details. Please ensure any files transferred are marked Private and Confidential and are sent by registered post to the address below marked FAO Mrs J Turner DSL.

If you have any concerns, I would be happy to discuss them with you. My contact details are j\_turner@redmaidshigh.co.uk or 0117 962 2641. Please be assured any information passed on will be kept confidential and secure.

I would be most grateful if you could respond to this request by XXXXXX.

Yours sincerely,

Jacklyn Turner  
Assistant Headteacher - Pastoral / DSL  
The following student(s) is joining Redmaids' High:

«Child\_FName\_And\_Surname»







3. Has the pupil been the subject of any welfare or mental health concerns (e.g. anxiety, depression, self-harm, notable periods of withdrawal or low mood, known or suspected family problems) during her time as a pupil at the school? **Yes / No**

If yes, please provide details below and attach copies of any referrals or correspondence with the police or children's or related services.

Has the pupil been the victim or perpetrator of any known or suspected bullying behaviour? **Yes / No**

If yes, please provide details including the name of any other pupil involved who will be, is joining or has joined Redmaids' High.

In order for Redmaids' High to provide the best possible care and/or continuity of care for this/these pupil(s) we would kindly ask if you could answer whether they have any special educational needs or learning difficulties or has there ever been awarded any serious school sanctions, including suspension or exclusion, as a consequence of breaches of the School's behaviour policy? Also, has the pupil's attendance or punctuality been the subject of concern?

**Yes / No**

If yes, please provide details, attaching any copies of assessments. Please indicate whether the pupil(s) has/have received any learning support within or outside the school.



Redmaids' High School  
Westbury Road  
Westbury-on-Trym  
Bristol  
BS9 3AW

Transfer of Child Protection Records to Educational Establishments Receipt  
**(Please print all information)**

Name of child  
Date of Birth  
Unique reference number  
Name of current school  
Address of current school  
Name of current DSL  
Signature of current DSL

Date file exchanged by hand  
Date file posted by Special Delivery  
Date information sent via CPOMs

Name of receiving school/college  
Address of receiving school/college  
Name of receiving DSL  
Signature of receiving DSL

Date received

**Please ensure this completed form is returned to the originating school without delay. The originating school should keep this receipt securely.**



## **Appendix 4 - Procedures for arranging visiting speakers and visiting speakers' Code of Practice**

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our students is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. See Appendix 5 for procedures.

The School is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the School's values and at no point undermine these. In some cases, the School may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the School site, will be supervised by a School employee. On attending the School, visiting speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

All staff must read this code of practice as part of their induction. Staff inviting a visiting speaker to school must ensure they:

- Take reasonable steps to research the speaker prior to the visit to ensure they are suitable to speak to the students – e.g. internet search
- Agree clear content guidelines with speaker
- Complete the below visiting speaker checklist and send it to the DSL
- Ensure speaker is appropriately supervised at all times in school – refer to the Visitor Code of Practice
- Be prepared to stop speaker if necessary if the content is a cause for concern
- If a student wishes to arrange a visiting speaker, a member of staff should be in charge of assuring the above protocols are followed.

### **Visiting Speaker Checklist**

#### **Details of the Arrangements**

Name of the member of staff responsible for booking the visiting speaker	
--	--



Name of the visiting speaker	
Visiting speaker contact details	
Date of presentation	
Audience details	

### Checklist

Brief biography of visiting speaker, including speaker's organisation and other affiliations	
Details of presentation to be provided	
<p>Details or research undertaken on visiting speaker i.e. internet search for any recent published reports, statements or speeches made by the individual, any retractions or public apologies etc.</p> <p>Are you satisfied that the content seen in response to above is not contrary to the school's values and ethos and does not raise any concern in relation to the Prevent Duty? If there are any indications to the contrary, what is the context? Have you considered the implications and why you think the visit is justified?</p> <p>If you have concerns, please refer the matter to the designated safeguarding lead (DSL)</p>	
Will the visiting speaker be left alone with the students?	
Name of person/people responsible for supervising the visiting speaker whilst they are on site, if different to the organiser	
Confirm a copy of this checklist has been sent to the DSL (JTr ) and the School Receptionist.	



Agreed visit/ Refused	
Initials and date ( JTr)	

### **Appendix 5 - Implementation through pastoral care – promoting awareness and teaching students how to keep safe**

All teaching staff play a vital role in this process, helping to ensure that all students relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our students on issues relating to health, safety and well-being. All staff, including all support staff, have an important role in insisting that students always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our Anti-Bullying Policy.

Redmaids' High teaches students about safeguarding in many ways, including online, through the curriculum and PSHE. We work with students to help adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, paying particular attention to the safe use of electronic equipment and the internet. These are often a planned component of the curriculum. We help children understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety is integral to our ICT curriculum and is also embedded in PSHE and Sex and Relationship Education (SRE). Additional measures are taken to safeguard students, for example in one-to-one or off-site tuition and performances away from school.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

All students know that there are adults to whom they can turn to if they are worried, including the school counsellor, and the school nurses. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to students includes the following:

- Every form room has a poster with the contact details of the school counsellor, who visits the year group assemblies to make her presence known to the



students. The posters also contain guidance on where to turn for advice including confidential helplines and websites.

- Childline posters are displayed around the school.
- Our First Aid room provides advice on where students can seek help.
- We operate a peer mentoring scheme whereby trained older students are encouraged to offer advice and support to younger students.
- We provide leadership training to older students in positions of responsibility which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable students.





## Appendix 6 – Missing students code of practice

### MISSING STUDENTS CODE OF PRACTICE

#### Introduction

The welfare of all our students at Redmaids' High School is our paramount responsibility. Every member of staff at the school has been trained to appreciate that he or she has a key responsibility to keep our students safe at all times.

The procedures outlined below are designed to protect the health and safety of all students at the school and to ensure all staff know how to respond if a child goes missing.

To establish whether a child is missing, it is a requirement to monitor the whereabouts of students. This includes the following procedures:

- During the school day, teachers must register students at morning registration as well as at all their timetabled lessons. Period 4 is a statutory registration point.
- At extra-curricular activities at lunch time and after school, staff in charge must register students.
- The School Office must ensure that inventory is used correctly by students and report any anomalies to SMT.
- On school trips, the staff in charge must ensure that scheduled meeting times and locations are specified and adhered to by the students, and regular registers must be taken to check student presence. Any absences will be reported to the School Office.

#### Procedure

A student may be identified as missing:

- If an absence at morning registration is not confirmed by the office staff's and/or the school nurse's contact with home.
- By comparing students in a class with the day's absence list.
- On comparison with the afternoon registration.
- By a report of a missing child by a fellow student.

Any member of staff discovering a discrepancy must immediately notify the School Office who will:

- Contact and make the necessary checks with the Tutor/Head of Year/Assistant Head of Year to assess whether the absence is expected.
- Contact the Medical Centre to check for any medical reasons why a student is not in a lesson.
- Check with the Music Department to see if the student is having a music lesson.
- Check Learning Support Staff to see if the student is having an extra lesson here.



- Check all lists of trips out of school.
- Check the signing out books at Reception.

If the student is still found to be missing, the School Office will immediately:

- Inform a Deputy Head and/or SMT members, who will initiate and oversee a search of the site.
- Advise all teachers due to teach the student later that day that they must immediately inform the office if the student appears.
- Try to contact the student by mobile phone if this is possible.

If the site search fails:

- The Head and parents will be informed, and in some cases a search of local roads will be made on foot, or by car, by staff and parents as appropriate.
- At the Head's discretion the police will be informed.
- IT Support will check the CCTV camera recordings.

If the student is found, or the incident is otherwise resolved:

- The Head and parents will be directly informed by the School Office.
- The Police will be informed if they have been involved.
- The Head will initiate a full inquiry. Upon its completion, she will conclude whether any further action is required. An incident report will be kept on the student's file and will be shared with Social Services if appropriate.
- If the reason for absence is not deliberate but due to some form of distress, sanctions will not be applied.
- Media queries will be handled by the Head.

## Appendix

Information to be provided to the Police:

- Name
- Age/date of birth
- Recent photograph
- Height and any other physical description that is not shown by the photograph
- A description of the clothing thought to be worn
- Any physical disability, learning difficulty or special educational needs that the student may have
- The student's home address and telephone number and details of her parents/guardians
- Any relevant comments made by the student

Extract from Absence, unauthorised absence, missing students and use of registers code of practice - **Kate Doarks June 2020**



## **Appendix 7 - Abbreviations**

CAF: Common Assessment Framework  
CAMHS: Children and Adolescent Mental Health Services  
CEOPS: Child Exploitation and Online Protection command  
CPOMS: Child Protection Online Monitoring Safeguarding system  
CCE: Child Criminal Exploitation  
CSE: Child Sexual Exploitation  
DBS: Disclosure and Barring Service  
DfE: Department for Education  
DSL: Designated Safeguarding Lead  
DDSL: Deputy Designated Safeguarding Lead  
FGM: Female Genital Mutilation  
ISA: Independent Safeguarding Authority  
ISI: Independent Schools Inspectorate  
KBSP: Keeping Bristol Safe Partnership  
KCSIE: Keeping Children Safe in Education – DfE statutory guidance on safeguarding  
LADO: Local Authority Designated Officer  
NCSL: National College for Leadership of Schools and Children’s Services  
NSPCC: National Society for the Prevention of Cruelty to Children  
PSHE: Personal, Social and Health Education  
SEND: Special Educational Needs and disabilities  
SET: Safeguarding in Education Team  
SMT: Senior Management Team  
SRE: Sex and Relationship Education  
TAC: Team Around the Child  
TRA: Teaching Regulation Agency  
UKCCIS: UK Council for Child Internet Safety

**Reviewed and amended by J Turner, K Doarks, Lisa Brown, Elizabeth Fry, Bisola Ezobi, September 2021 and approved at the Full Governing Body meeting.**

**Review date September 2022**