



**Reviewed and approved September 2023**

**Review date September 2024**

**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 designated staff for Safeguarding and Child Protection at Redmaids' High School are:

#### Senior School

- The Designated Safeguarding Lead (DSL) is Melissa Stimson, Assistant Head Pastoral and Well-Being, DSL [m\\_stimson@redmaidshigh.co.uk](mailto:m_stimson@redmaidshigh.co.uk)
- The designated deputies for safeguarding are
  - Alice Hinks, Head of PSHE, [a\\_hinks@redmaidshigh.co.uk](mailto:a_hinks@redmaidshigh.co.uk)
  - Lisa Moyle, Director of Sixth Form, [l\\_moyle@redmaidshigh.co.uk](mailto:l_moyle@redmaidshigh.co.uk)
  - Julie Owens-Powell, Teacher of SEND, EAL and English [j\\_owens-powell@redmaidshigh.co.uk](mailto:j_owens-powell@redmaidshigh.co.uk)
  - Anya Peyton, Deputy Head, [a\\_peyton@redmaidshigh.co.uk](mailto:a_peyton@redmaidshigh.co.uk)
  - Roz Watson, School Nurse, [r\\_watson@redmaidshigh.co.uk](mailto:r_watson@redmaidshigh.co.uk)
  - Lisa McLaughlin, Head of Year 11, [l\\_mclaughlin@redmaidshigh.co.uk](mailto:l_mclaughlin@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](mailto:l_brown@redmaidshigh.co.uk)
- The designated deputy for safeguarding is Grace Badger, class teacher, [g\\_badger@redmaidshigh.co.uk](mailto:g_badger@redmaidshigh.co.uk)

#### Governors

- The nominated Governor responsible for safeguarding is Elizabeth Fry, [e\\_fry@redmaidshigh.co.uk](mailto:e_fry@redmaidshigh.co.uk)
- The nominated deputy Governor for safeguarding is Bisola Ezobi, [b\\_ezobi@redmaidshigh.co.uk](mailto:b_ezobi@redmaidshigh.co.uk)
- The Chair of Governors is Andrew Hillman, [a\\_hillman@redmaidshigh.co.uk](mailto: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.**

## **Structure of the policy**

### **[Part 1 – What is abuse and how to raise concerns](#)**

To be read 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.

### **[Part 2 – Types of abuse](#)**

To be read by all teaching and support staff and governors. All other members of the school community should have an awareness of the procedures and refer to this section as appropriate.

### **[Part 3 – Procedures for DSL, Head, Headteacher and Governors](#)**

To be read by the Senior Management Team, Deputy Designated Safeguarding Leads and Governing Body. Teaching and support staff should have an awareness of the procedures and refer to this section as appropriate.

### **[Part 4 – Appendices](#)**

#### **[Appendix 1 Behaviour and Code of Conduct](#)**

#### **[Appendix 2 Procedures for transferring child protection files and form](#)**

#### **[Appendix 3 Missing Students Code of Practice – Senior School](#)**

#### **[Appendix 4 Missing Pupils Code of Practice – Junior School](#)**

#### **[Appendix 5 Abbreviations](#)**

#### **[Appendix 6 Policies and related School documents to be read in conjunction with this policy](#)**

To be read by all teaching and support staff and governors. All other members of the school community should have an awareness of the procedures and refer to this section as appropriate.

**Appendix 1 should be read by all adults in the school community.**



## PART 1 – What is abuse and how to raise concerns

Part 1 should be read 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.

1. [The purpose, aims and objectives of the Safeguarding and Child Protection policy](#)
2. [The role of adults in the school community](#)
3. [Definition of safeguarding](#)
4. [Definitions of Child Abuse](#)
5. [What should I do if there is an instance of suspected abuse or I have concerns about a student?](#)
6. [What should I do if I have a concern against an adult working or volunteering in the school community? \(including low-level concerns\)](#)
7. [Implementation through pastoral care – promoting awareness and teaching students how to keep safe](#)
8. [Annual essential reading – Keeping Children Safe in Education](#)
9. [Useful contacts](#)

# 1. The Purpose, aims and objectives 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 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. Everyone needs 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/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 adults know that safeguarding is everyone's responsibility. Advise everyone 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, adults 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 the Safeguarding and Child Protection policy**

- To ensure that everyone understands what is meant by safeguarding and child abuse.
- To ensure that all adults who work or volunteer in school have appropriate training to help them recognise suspected instances of child abuse and to ensure that everyone is aware that anyone can make a referral to the local authority children's social care services 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/guardians and adults who work or volunteer in school 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 criminal and 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 and visiting teachers understand the importance of safeguarding and the missing student procedure.
- To ensure that adults 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 everyone is made aware of the school's procedures for dealing with accusations of abuse made by students against adults working in the school community.
- To ensure that all members of the school community are familiar with the school's Safeguarding and Child Protection Policy, Part 1 and 4 and Annex B of Keeping Children Safe in Education (September 2023) and the Redmaids' High School Safer Working Practice document, Behaviour and Code of Conduct and the procedures for Whistleblowing.
- To understand that successful outcomes for children depend on strong multi-agency partnerships, including effective work from all agencies with parents, carers and families.
- 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.

## 2. The role of all adults in the school community

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

All adults in the school community are responsible for:

- undertaking regular training in line with advice from the Keeping Bristol Safe Partnership
- reading Keeping Children Safe in Education (KCSIE) and the School's safeguarding and child protection policy.



- understanding their role in the child protection procedures.
- knowing how to contact the designated safeguarding lead and who the nominated safeguarding governor is.
- being able to identify signs of abuse and neglect and students who may need extra help or who are suffering, or likely to suffer, significant harm.
- taking appropriate action and informing the designated safeguarding lead or one of the deputy safeguarding leads immediately.
- making notes of any conversations and adding a summary to CPOMs after the initial discussion with a member of the safeguarding team.
- making a referral immediately to the local authority children's social care services through the designated safeguarding lead or one of the DDSLs, 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.
- notifying 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.
- be aware that the relationships and associations that they 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, DSL or HR Officer. Failure to make a report, constitutes an offence and the school may be removed from the Department of Education register of independent schools.
- **Everyone has a responsibility to follow up if they are not satisfied that action has been taken in response to reported concerns.**

### 3. 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 and promoting the welfare of children is defined in Working Together to Safeguard Children 2023 as:

- Providing help and support to meet the needs of children as soon as problems emerge;

- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children’s mental and physical health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children’s Social Care National Framework.

‘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 that everyone should be alert to possible concerns being raised at Redmaids’ High. If anyone has concerns about a student, they must raise these with the Designated Safeguarding Lead (DSL). However, any member of staff may raise concerns directly with the local authority children’s social care services if they feel it is necessary.

## 4. Definitions of Child Abuse

Please refer to Keeping Children Safe in Education and Part 2 of this policy for more information.

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. It is important to remember that children are at risk of harm inside and outside of school. 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/guardian 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: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

This should be referred to by all adults in the school community 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 as much information as possible is provided 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 and B of KCSIE should also be referred to by all senior members of staff and those teachers working directly with students.

Further details of what to be aware of are below and more detail can be found in Part 2 of this policy:

- Child on child 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
  - Children missing from education
  - Looked after children
  - Young carers
  - Special educational needs and disability
  - Private fostering and international students
  - Child abduction
  - Children with family members in prison
  - Homelessness

## 5. What should I do if there is an instance of suspected abuse or I have concerns about a student?

It is important to remember:

- It is not your responsibility to carry out any form of investigation into the abuse.
- Not all children may feel comfortable disclosing abuse, exploitation or neglect and that they may not even realise their experiences are harmful. You should exercise professional curiosity and try to build a relationship with the child to facilitate communication.
- If you are concerned about a student your 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 on CPOMs - please follow the guidance on the staff [Safeguarding Process](#) poster. If you do not have access to CPOMS contact the DSL.
- **It is important to note that anyone can refer their concerns to the local authority children's social care services if necessary.**

If a student discloses that they have been abused, you should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.

- Allow the student to talk freely.
- Listen and do not interrupt the free recall of significant events. (TED: Tell, Explain, Describe). *“Tell me what happened”* rather than *“Did they do X to you?”*
- 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 and that the law is in place to protect them.
- 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.
- Keep notes of any safeguarding incident. You should record:
  - the date, time, place, the people who were present.
  - what was said by whom, including any questions asked (use of direct quotes is very useful).
  - be factual and not opinion based.
  - give the notes to the DSL immediately.
  - ask the DSL if you have any questions about what should be included.
  - ensure the notes are written at the earliest opportunity and pass the information to the DSL or DDSL without delay.

## 6. What should I do if I have a concern against an adult working or volunteering in the school community?

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 they may pose a risk of harm to children;
- 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 an adult working or volunteering in the school and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and there is a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

**You should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential to the DSL.**

Refer to the school's Staff Handbook, Safer Working Practice document and behaviour and code of conduct policy.

## Low-level concerns about adults working in the school community

**You are encouraged to report concerns about adults working or volunteering in the School to the DSL even if this is more of a sense of unease or a “nagging doubt”.** Examples of these low-level concerns 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.
- using inappropriate sexualised, intimidating or offensive language.

Any such concerns should be shared with the DSL who will share with the Head/Headteacher, it will be recorded by the Head and dealt with appropriately. Self-referrals by staff members to the DSL or Head/Headteacher are encouraged. The Head/Headteacher should be the ultimate decision maker. Actions may include: talking to the individual and offering advice, monitoring, observation, feedback from children, parents or staff or further training. Records are kept in their personnel file and in a safeguarding log if necessary. Certain cases may require a LADO referral as appropriate. This also protects those working in the school from potential false allegations or misunderstandings.

### Guidance on how to avoid allegations

You should always behave in accordance with the staff behaviour code of conduct and the staff handbook. Additional measures are taken to safeguard students and adults, 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. You must not touch a student other than to restrain them if they are likely to injure themselves 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.

You must not socialise with students out of school or offer lifts to students without their parents' or the Head/Headteacher's permission. You must not engage in inappropriate electronic or paper communication with a student. (See Guidance for safer working practice for those working with children and young people in education settings, February 2022) <https://cscp.org.uk/wp-content/uploads/2021/03/Guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-DCSF.pdf>

### Who you should refer allegations to about adults in the school community

(also refer to KCSIE Part 4 for more information)

<b>Allegations or concerns about</b>	<b>Referred to</b>
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.	DSL
DSL	Head/Headteacher (the Head/Headteacher must also inform the safeguarding governor)
Head/Headteacher	Chair of Governors
Member of the Governing Body	Local Authority Designated Officer (LADO) (LADO: Nicola Laird 0117 903 7795, 07795 091020)



Concerns about safeguarding practices	Refer to the Whistleblowing policy
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## 7. Implementation through pastoral care – promoting awareness and teaching students how to keep safe

All 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. Everyone has an important role in insisting that students 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, PSHE and RSE. 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. 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.

Teachers supervising an EPQ are advised to use their judgement and speak to the DSL if they are concerned that the research project may have safeguarding or well-being implications.

Time is allocated in PSHE and RSE to have discussions about 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, for Seniors this includes 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 Senior School students includes the following:**

- Every form room has a poster with the contact details of how to contact the school counsellor.
- The school counsellor runs workshops for students in small groups as well as 1-2-1 work.
- We have a Clinical Psychologist that works onsite two days a week.

- There are also 'Where can I go for help?' posters in each form room which includes a QR code with further links.
- Childline posters are displayed around the school.
- Our Medical room provides advice on where students can seek help.
- We operate a WellBeing Ambassador scheme whereby the Year 12 students are trained in Peer Mentoring and then offer advice and support to younger students. These students also have safeguarding training.
- 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.
- Students might also choose to raise a concern on Whisper, which is an anonymous online reporting tool and is monitored by the DSL and DDSL.

All Junior pupils know that there are adults to whom they can turn to if they are worried, for Juniors this includes naming a trusted adult within school in their learning journals and timely reminders to know who they can turn to in pastoral programmes of teaching. The pupils are also encouraged to identify trusted adults from their home environment too.

**Our support to Junior School students includes the following:**

- Jigsaw PSHE lessons and assemblies signpost when and how to seek help and support.
- The NSPCC Speak Out, Stay Safe Campaign gives further opportunity to communicate.
- Childline posters are displayed around the school.
- Children are allocated a particular adult with their agreement, if needed.
- There are worry boxes around school and a pupil voice box in the library for named or anonymous worries.
- Staff can leave an open task on the Hub for pupils to communicate if appropriate.
- There is access to the school counsellor if age appropriate.
- Private play therapists or similar may be accommodated in school time on a case-by-case basis, once safeguarding checks have been made.
- We have time out space outside of the art room and in the Junior library.

**8. Annual essential reading - Keeping Children Safe in Education (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 must read 'Keeping children safe in education Part 1 and 4 and Annex B – June 2023.

All DSLs, DDSLs, SMT and the Governing Body 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>

## 9. Useful Contacts

- Local Authority Prevent Lead (in priority areas)
- First Response Bristol 0117 903 6444
- Children and Young People Service 0117 903 6500
- NSPCC 24 hour 0808 8005000 [www.nspcc.org.uk](http://www.nspcc.org.uk)
- South West Child Protection Procedures [www.proceduresonline.com/swcpp/](http://www.proceduresonline.com/swcpp/)
- Out of Hours Emergency Duty Team 01454 615 165
- Keeping Bristol Safe Partnership (KBSP) 0117 903 6444
- Schools' Safeguarding Advisor: Adam Bond 0117 903 7058
- Local Police 101 (non-emergency)
- 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: 0207 340 7264 and [www.counter-extremism@education.gsi.gov.uk](mailto:www.counter-extremism@education.gsi.gov.uk)

## PART 2 – Types of abuse

Part 2 should be read by all teaching and support staff and governors

1. [Child on Child Abuse, including sexting, sexual violence and harassment](#)
2. [Child Sexual Exploitation \(CSE\) and Child Criminal Exploitation \(CCE\)](#)
3. [Honour Based Violence \(HBV\)](#)
4. [Radicalisation and the Prevent Duty](#)
5. [Online Safety](#)
6. [Health and eating disorders](#)
7. [Domestic Abuse](#)
8. [Serious Violent Crime](#)
9. [Vulnerable Groups](#)
  - [Children missing from Education](#)
  - [Looked After Children](#)
  - [Young Carers](#)
  - [Special Educational Needs and Disability \(SEND\)](#)
  - [Private Fostering and International Students](#)
  - [Child abduction](#)
  - [Children and the court system](#)
  - [Children with family members in prison](#)
  - [Homelessness](#)

## 1. Child on Child 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”. You must be able to challenge any inappropriate behaviour and there should be a zero-tolerance approach to abuse. It is important to note that just because something may not have been reported, it doesn’t mean it is not happening.

Child on child 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.
- initiation/hazing type violence and rituals.

Harmful sexual behaviour (HSB) - Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. It can occur online and/or face-to-face and can also occur simultaneously.

Children with SEND are three times as likely to be abused by their peers.

## Sexting

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 with 11% of male respondents.

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, child on child 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 sexting incidents 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>

Everyone is trained to manage how to report child on child sexual violence and sexual harassment; this follows the same guidelines on how to receive a disclosure, but **you should not view or forward illegal images of a child**. In this situation, you 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. You should refer to section 2.5 the document about how to support the young person/people involved, this includes how to respond to incidents involving AI-generated or digitally manipulated nudes or semi-nudes. Support can also be sought from [NCMC's](#) Take it Down tool which gives a mechanism about how to remove images that may have been or could be shared online.

## Sexual violence and sexual harassment

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 members will be supported and protected as appropriate.

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+.

**You must be 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.
- 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. The most effective preventative education programme is 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 is 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.
- 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 child-on-child sexual violence and sexual harassment in Part 5 of KCSIE.**

### **Allegations of child on child 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. Students involved are supported during the interview by an appropriate adult 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 child on child 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 child on child 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. Any concerns should be reported. 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.

## 2. 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.
- children who regularly miss school or education or do not take part in education.

Further information can be found at <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners> and the multi-agency practice principles guidance can be found at <https://tce.researchinpractice.org.uk/>

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. You should 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.
- 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>

### 3. Honour Based Violence ('HBV')

So-called HBV can include Female Genital Mutilation ('FGM') and Forced Marriage

#### **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>.

You 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.

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 the local authority children's social care services 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 you 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 be explicit about the problem.
- a girl talks about pain or discomfort between her legs.

You should remember that this is not an exhaustive list of indicators. You must activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and local 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 an adult has good reason not to, they should still consider and discuss such cases with the DSL and involve the local authority children's social care services 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>

## **4. 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 and members of the school community can understand the risks associated with extremism and develop the knowledge and skills to be able to challenge extremist arguments. This also refers to adults working in the school community and not just students.

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism. **Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a student is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts.

Background factors combined with specific influences such as family and friends may contribute to a child's susceptibility. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

Some of the early stages of radicalisation could be as follows:

- Extreme behavioural changes
- Change in ideology
- Change in online activity
- Limited religious or political view
- Viewing material that promote conspiracy theories
- Displaying a 'them' and 'us' language
- Voicing a strong sense of anger or grievance
- Becoming isolated from friends

You should use your professional judgement in identifying those who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral to Channel. 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.

You should contact the DSL or the DDSL if you are concerned about a student or if you are concerned about an adult in the school community.

The DSL will consider the level of risk in order to identify the most appropriate referral, which could include reference to Channel or the local authority children's social care services.

All staff and safeguarding governors will receive regular Prevent training in line with DfE guidance. Self-employed teachers, domestic staff and volunteers receive an electronic guide to Prevent.

The DSL will receive more in-depth training, including on extremist and terrorist ideologies, how to make referrals and to work with Channel panels. This is updated every two years. The School has also completed a Prevent risk assessment to assess what risks there are in our setting.

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. You must read the visitor code of practice which gives further details on visiting speakers and the form that must be completed.

## 5. 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).
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams.

Regular online safety training is given to individuals so that they are equipped with the knowledge to safeguard children. 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.

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 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, which also gives clear guidance on the use of iPads during school hours.

## **Filtering and Monitoring**

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, Content Keeper 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.

## **Responsibility for filtering and monitoring**

- **Safeguarding Governor**

- ensure that the standards are met and discussed termly at the Safeguarding Committee.
- ensure that an online safety review of filtering and monitoring is carried out annually and recorded.

- **DSL**

- Work with the IT Systems Manager to ensure effective filtering and monitoring.
- Decisions are documented as to what is blocked or allowed and why.
- Review the effectiveness of the provision.
- Oversee the filtering and monitoring reports and action any safeguarding concerns.
- Ensure staff receive training and understand their role and act on any concerns.

- **IT Systems Manager**

- Ensure robust filtering and monitoring systems are in place.
- Carry out a check of the system on a termly basis using an external resource such as SWGfL filtering and record the results.
- Follow the guidelines in 'Meeting digital and technology standards in schools and colleges'.

- **All staff** need to understand the role that they play in ensuring that students are not exposed to harmful online content. It is important that staff know that they should make a report when:
  - They witness or suspect unsuitable material has been accessed.
  - They can access unsuitable material through a school device or when connected to the school WiFi.
  - They are teaching topics which could create unusual activity on the filtering logs.
  - There is a failure in the software or abuse of the systems.
  - There are unreasonable restrictions that effect teaching and learning or administrative tasks.
  - They notice abbreviations or misspellings that allow access to restricted material.

If staff are aware of any of the above, they must report this to the DSL. Staff should also ensure that they physically monitor students by watching the screens of users.

Refer to the detailed code of practice on filtering and monitoring

## Remote learning

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.

DfE resources include:

- [Providing remote education 2022](#)
- 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)

## 6. 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. You 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 promote good mental health in a number of ways, including good relationships between adults working at the school 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. The School hold a number of visits and events to help build resilience and promote mental health, including guest speakers.

### Senior School

The DSL is the senior lead for mental health. If you have a concern about a student's mental health, 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. They will 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. Records are kept on CPOMS.

### Junior School

The Junior School has a Mental Health Lead who is 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 you have a concern about a pupil, depending on the level of concern, you should 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](#).

## 7. 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. This could be a single incident or a pattern of incidents, they may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships. 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.

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 as is required. These notifications are stored securely in the child's safeguarding file on CPOMs,

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.](#)

## 8. Serious Violent Crime

You 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 is a concern about a student, the DSL should be informed and the matter would be dealt with by the relevant 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. You 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. You should refer to the DfE guidance on [Searching, Screening and Confiscation](#). Refer to the Bristol Offensive Weapons in Educational Settings guidance - [https://drive.google.com/drive/folders/1eFp\\_Cch0tL2z9YxmcBuBC7f2DaRwKXGZ](https://drive.google.com/drive/folders/1eFp_Cch0tL2z9YxmcBuBC7f2DaRwKXGZ)

## 9. 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. Some groups may be likely to be more vulnerable to abuse and less able to access support.

### **Children Missing from Education**

A child absent from education or going missing from education, either long term, or regularly on repeat occasions, can be a warning sign of a range of safeguarding concerns, including sexual abuse, child sexual exploitation or child criminal exploitation. It is also a potential indicator that a child may be at risk of radicalisation, FGM, forced marriage, or child criminal exploitation, particularly county lines.

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 refer to the Missing Child Policy and Procedures.

## **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 teaching staff and visiting teachers 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. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

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**

You 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 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)

## **Child abduction**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. This can be committed by parents or other family members; by people known to the child or by strangers. The School teaches students to be aware of strangers through age-appropriate PSHE lessons.

## **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The School will ensure that full support will be given to the student and their family. For further information, there are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

## **Children with family members in prison**

There are added risks for children who have a family member in prison, this could include financial problems, stigma, isolation and poor mental health. A student and their family will be supported by the school. Further information can be found at the [National information centre on children of offenders](#).

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL will work with the Local Housing Authority so they can raise concerns at the earliest opportunity. It is also recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians and will require a different level of intervention and support.



## PART 3 - Procedures for DSL/Head/Headteacher/Chair of Governors

Part 3 should be read by the Senior Management Team, Deputy Designated Safeguarding Leads and Governing Body. Teaching and support staff should have an awareness of the procedures and refer to this section as appropriate.

1. [Implementation – training and monitoring](#)
2. [Roles and Responsibilities of the Governing body](#)
3. [Roles and Responsibilities of the Safeguarding Governor](#)
4. [Roles and Responsibilities of the Designated Safeguarding Lead \(DSL\) and Deputy Designated Safeguarding Lead \(DDSL\)](#)
5. [Roles and Responsibilities of the Head/Headteacher](#)
6. [Dealing with instances of suspected abuse and concerns about a student – DSL procedures](#)
7. [Procedure for DSL/Head/Headteacher/Chair of Governors when dealing with allegations against adults in the school community](#)
8. [Use of the School for non-school activities](#)
9. [Record keeping, information sharing, confidentiality and transfer of child protection files](#)
10. [Safer recruitment](#)

## 1. Implementation – training and monitoring

- The Senior Management Team (SMT) and particularly the DSLs oversee the implementation of this policy, ensuring that all members of the school community 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. You 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 adults working or volunteering in school 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 Management 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 during school hours for anyone 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.
- **All adults in the school community 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.**
- Everyone 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 Visitor Code of Practice.
- Everyone should be alert to suspicious changes in a student's behaviour patterns or any physical injuries, which might cause concern.
- The Assistant Head, Pastoral together with the Senior Deputy who line manages PSHE, 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.
- 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. We hope that parents/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.
- Everyone working or volunteering in School must have an enhanced Disclosure and Barring Service (DBS) check carried out before they start working or volunteering, and all other checks in line with the school's Staff Recruitment Policy.
- The school operates Safer Recruitment procedures to check the suitability of new individuals 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.
- 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, 2023.
- 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 DSLs, DDSLs, SMT and the Governing Body must read Part 1 – 5 of Keeping Children Safe in Education.
- 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. An online safeguarding course is also completed.

Documents to be read on appointment and on an annual basis include:

1. Part 1 and 4 and Annex B 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. Whistleblowing Policy
5. Risk Management
6. Health & Safety policy
7. Online Safety policy
8. The School's Regulatory Policies
9. The School's Codes of Practice
10. The Staff Handbook
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

Everyone at Redmaids' High School, including volunteers, 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). Individuals 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 the local authority children's social care services if there is a risk of immediate serious harm to a student.

All teaching 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 on SIMs.

### 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 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.

## 2. Roles and Responsibilities of the Governing Body

- **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.
- 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 behaviour Code of Conduct and Whistleblowing policy.
- Ensuring everyone is provided with the latest copy of Part One of Keeping Children Safe in Education and are aware of specific safeguarding issues.
- Ensuring that 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 adults are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that students are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filtering and monitoring systems are in place to safeguard students from potentially harmful and inappropriate online material.
- Ensure that all governors understand their obligations in relation to the Human Rights Act 1998 and the Equality Act 2010.

Additional information to support governing bodies and proprietors is provided in Annex C of Keeping Children Safe in Education.

### 3. Roles and Responsibilities 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.
- Ensuring all governors receive appropriate safeguarding training on induction and ensure training is regularly updated.
- Contribute to ensuring any deficiencies in the school’s safeguarding practices are addressed which may be brought to governors’ attention by a member of the school community, 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 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 starters.
- 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 adults in the school community. 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).
- Ensure that relevant staff have due regard to the relevant data protection principles which allow them to share personal information.

## 4. Roles and Responsibilities 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 on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Support those 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.
- Ensure that if there is any doubt as to whether the information which has been shared about the member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.
- Report to the safeguarding governor on a regular basis and at the end of each term, a report will be given to the Safeguarding Committee, detailing whether or not there have been any 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.

### 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 everyone 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 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, 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 be 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.
- Ensure the Lettings Manager refers to the Hirers Safeguarding Risk Assessment and ensures that there are appropriate arrangements in place regarding safeguarding. This applies whether or not the children attending the activity go to the school or not. If an allegation is made, ensure that the procedures in this policy are followed, which could include contacting the LADO.

## 5. The Roles and Responsibilities of the Head/Headteacher

- Ensure that the policies and procedures are understood and followed by all adults in the school community.
- Ensure the DSL/DDSL has suitable time to carry out their role and undergo training to provide them with the knowledge and skills required to carry out their role.
- Take responsibility where allegations involving staff or other members of the school community are concerned.
- To take action if low-level concerns are raised about adults in the School community.
- Ensure safer recruitment practices are followed.

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

### DSL procedure for managing safeguarding concerns

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 the local authority children's social care services 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.

- Any safeguarding concerns must be reported to the DSL or a DDSL as soon as possible.
- If safeguarding concerns are reported to someone who is not the DSL, then the matter must, without fail also be reported to the DSL or a DDSL 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 they 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.
- 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 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.

## 7. Procedure for DSL/Head/Headteacher/Chair of Governors when dealing with allegations against adults in the school community

- 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.
- As in other cases of allegations of abuse, those made against a member of the adult school community must be listened to and a written record made of the conversation.
- 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 individual concerned must be informed of the allegation and the likely course of action.
- The individual 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 consider 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.
- If the allegation is about the Head/Headteacher, the Chair of Governors consults the LADO without informing the Head/Headteacher.
- Suspension of an individual can have a substantial detrimental effect on a career and is not the only option available to the school: individuals 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 they are 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.
- The School’s Staff Behaviour and Code of Conduct (Appendix 1) contains guidance for individuals to ensure their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student.

## 8. Use of the School for non-school activities

The School rent out the facilities and premises on the Westbury site and the Lawns to organisations and individuals, such as community groups and sports associations. The School seek assurance that the organisations or individuals have sufficient safeguarding and child protection policies and procedures in place. The Term and Conditions of Hire contain the following clauses:

- All hirers must give assurances and demonstrate that they have the appropriate safeguarding and child protection policies in place, the school will inspect these as appropriate.

- All hirers should ensure staff are DBS checked (where dealing with young people or vulnerable adults) and undertake the appropriate level of criminal records checks (DBS) including the 'children's barred list check'.
- The hiring organisation must conduct their own risk assessment based on the organisation's activities and that they will provide first aid supplies that relate to the risk assessment.
- In the event an allegation is made relating to an incident that occurred whilst using the school premises, then the hiring organisation must notify the school's DSL within 24 hours and the organisation has the duty to refer to the LADO and any other relevant agency such as social services or police. Please contact the School's DSL on [m\\_stimson@redmaidshigh.co.uk](mailto:m_stimson@redmaidshigh.co.uk)
- The school will also follow up with the hiring organisation to ensure this has been done and confirm with the LADO, other agencies that this has happened.
- A review of the incident will then take place between the school and the hiring organisation as part of any safeguarding allegation there must be a 'lessons learned' process on conclusion.
- The hiring organisation must ensure that no cars are left on site overnight to be collected the next day in term time. This is a safeguarding risk to the students and is a condition of use of the premises.

## 9. Record Keeping, information sharing, confidentiality and transfer of child protection files

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 important to keep these records as evidence should a complaint be made against the school about how a case was handled.

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 who have direct access to students can log information on CPOMs. The HoY and AHoY have a certain level of access but only the DSLs and DDSLs can access all the files and read the full chronology.

## 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.
- Use the seven golden rules to sharing information which are listed below. Further information can be found here- <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- 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. This is called a Subject Access Request, contact the Compliance Officer for the correct process on how to disclose this information.
- 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. This is called a Subject Access Request, contact the Compliance Officer for the correct process on how to disclose this information.
- 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 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 their own sake.



## **The seven golden rules to sharing information**

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## **Transfer of Child Protection Files**

Safeguarding information must be shared with the next educational setting that a student attends as set out in KCSIE. When a student leaves, the DSL must ensure that any child protection file is copied and transferred to the student's new school or college See Appendix 2 for procedure for transferring files. This can be done via CPOMS or via physical paper files within the 5 day window stipulated.

## 10. Safer Recruitment

The school follows the Government's recommendations for the safer recruitment and employment of individuals 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.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE September 2023), the governing body prevents people who pose a risk of harm from working with students by adhering to statutory responsibilities to check all who works 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, online searches, 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. If applicable, it will also include an overseas check from the country in which the individual worked. 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 anyone 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 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 refer to the Staff Recruitment policy, policy on induction of new staff, governors and volunteers in child protection and behaviour and code of conduct.

## PART 4 - Appendices

**Appendix 1** [Behaviour and Code of Conduct](#)

**Appendix 2** [Procedures for transferring child protection files and form](#)

**Appendix 3** [Missing Students Code of Practice – Senior School](#)

**Appendix 4** [Missing Pupils Code of Practice – Junior School](#)

**Appendix 5** [Abbreviations](#)

**Appendix 6** [Policies and related School documents to be read in conjunction with this policy](#)

**Reviewed by Melissa Stimson, Lisa Brown, Elizabeth Fry, September 2023 and subject to approval at the Full Governing Body meeting.**

**Review date: September 2024**

## Appendix 1 - Behaviour and Code of Conduct

**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 should be read in conjunction with this policy.

Everyone who comes into contact with students and their families in the school environment has a role in safeguarding.

**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 Head/Headteacher for clarification on any point or access the full government guidance in [safer working practice for those working with children and young people in education settings, February 2022](#) In addition staff should refer to Part 4 of Keeping Children Safe in Education - Allegations of Abuse Made Against Teachers and Other Staff.

## **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 you should avoid any conduct which would lead any reasonable person to question your motivation and intentions.

## **Confidentiality**

You 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 you receive in a discreet and confidential manner.

## **Power & Positions of Trust**

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

## **Propriety and Behaviour**

You should be aware that behaviour in your personal life may impact upon your work with children and young people.

## **Dress & Appearance**

You should wear clothing which is appropriate to your 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/guardians and senior managers

beforehand. Parents who work in the school may have other students in their home as friends of their daughters and so maintaining professional boundaries as set out in this school code of conduct, will be important.

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

Before accepting or giving any gifts or rewards, you must familiarise yourself with the anti-bribery and corruption policy. There are specific occasions when you 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. You 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. You should avoid being alone with pupils who have developed a crush on you and if the pupil sends you personal communications, this should be reported to the DSL and recorded.

### **ICT Acceptable Use**

You should not give your personal contact details to students including home email, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. You should also:

- establish safe and responsible online behaviours and must comply with the ICT acceptable use policy.
- 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 have given permission.
- only contact pupils for professional reasons; 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 your security passwords – e.g. social networks, iPads, door codes etc.
- ensure that if you have a Twitter account for work purposes you add these details to the list in the Staffroom.

### **Social Contact**

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

### **Sexual Contact**

Any sexual activity between an adult and a child or young person with whom you work may be regarded as a criminal offence and will always be a matter for disciplinary action. You 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 your own sexual relationships with or in the presence of children or young people.
- It is a 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 of conduct 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 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 at the School. Whilst not necessarily a criminal offence, the School considers it inappropriate for anyone 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 to use force to safeguard children.

- committing a criminal offence.
- injuring themselves or others.
- causing damage to property, including their own.
- 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 they do 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 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 child 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.
- 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. You 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.
- consider alternatives if it appears likely that the pupil might misinterpret the contact.

### Personal Care

You 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. You 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 should be informed.

## One to One Situations

When you are involved in one-to-one tuition or supervision, including music, performing arts or sports coaching, extra special care should be taken to ensure your 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

You 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 you to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of your 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

You should be clear about why photographs or videos are being taken and about what will happen to the images when the activity is concluded. You 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 given 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 parent/carer permission to take and/or display photographs.

You 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 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. You should not use equipment belonging to the school to access 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**

You 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**

You should take responsibility for recording any incident and passing on that information where you 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 of conduct to maintain appropriate standards of behaviour and your own professional reputation. A breach of this code of conduct 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.

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

## **References**

Working Together to Safeguard Children 2023. Keeping Children Safe in Education Statutory Guidance for Schools and Colleges September 2023. 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 those working with children and young people in education settings, February 2022

## **Linked policies include:**

Safeguarding and Child Protection Policy

Whistleblowing Policy

**Melissa Stimson/Lisa Brown/Elizabeth Fry Summer term 2023**

**Review Summer term 2024**

## Appendix 2 - Procedures for transferring safeguarding files

### Transfer of safeguarding file from Redmaids' High School to another setting

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 safeguarding file we have is copied and transferred to the student's new establishment.
- It is the responsibility of the receiving educational setting to request the safeguarding file of the student.
- The original safeguarding file will be transferred securely within five school days, either via CPOMs or by recorded post. This applies to in-year transfers too.
- The School will check that all students who have left the school have had their safeguarding files transferred.
- 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, the School will pass the child protection file to the local authority's Elective Home Education (EHE) ([ehe@bristol.gov.uk](mailto:ehe@bristol.gov.uk)) advisor.
- 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.

### Transfer of safeguarding file from an educational setting to Redmaids' High School

The School has a duty of care to ensure that when a student enrolls at Redmaids' High that their safeguarding file is requested from their previous educational setting.

- An email will be sent to the student's previous school with the student's CPOMs UPN. The email is sent securely and is password protected. The previous school is asked to confirm whether a safeguarding file exists.
- If there is a safeguarding file it should be transferred safely within five school days, either via CPOMs or by recorded post. This applies to in-year transfers too. The file will be uploaded to CPOMs.
- If there is no safeguarding file, the previous educational setting must sign to say that a file does not exist. This confirmation will be uploaded to CPOMs

**Example document emailed to the student's previous school**

**Transfer of Student Safeguarding Records**

**Please complete the relevant sections and return by email to our Designated Safeguarding Lead:**

**Melissa Stimson ([m\\_stimson@redmaidshigh.co.uk](mailto:m_stimson@redmaidshigh.co.uk)) Tel: 0117 962 2641**

<b>Previous School:</b>	
<b>Pupil Name:</b>	

<b>Your Name:</b>	
<b>Your Position:</b>	
<b>Your contact details</b> <b>Email address:</b> <b>Telephone Number:</b>	

<b>Either</b>	I can confirm that there is <b>not</b> a Child Protection or Safeguarding file for the above-named student.  <b>Signature:</b>  <b>Date:</b>
<b>Or</b>	I confirm that there <b>is</b> a Child Protection and Safeguarding file for the above-named student and that it will be sent to Redmaids' High School for the attention of the Designated Safeguarding Lead by secure means.  <b>Signature:</b>  <b>Date:</b>

<b>CPOMS</b>	<p>We use CPOMS at Redmaids' High School and prefer to transfer files that way where possible. On occasion there may be a UPN mismatch preventing the files from transferring.</p> <p>Please provide the UPN as held in your databases:</p>
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## Appendix 3 – Missing students code of practice – Senior School

### MISSING STUDENTS CODE OF PRACTICE

#### SENIOR SCHOOL

##### 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 they have 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 and afternoon 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 InVentry 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. Then the Attendance Manager will make contact with home.
- By comparing students in a class with the statutory registration prior to the lesson.
- By a report of a missing child by a fellow student.

Any member of staff discovering a discrepancy must immediately notify the Attendance Manager/ School Receptionist who will:

- Immediately contact the HoY and SMT if the student is considered vulnerable.
- 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/counselling 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 InVentry at Reception.

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

- Inform the Senior 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, they 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.

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, , missing students and registers code of practice - **Laura Beynon Summer term 2023**

## Appendix 4 – Missing pupils code of practice – Junior School

### Introduction

The welfare of all our pupils at Redmaids' High Junior School is our paramount responsibility. Every member of staff at the school has been trained to appreciate that they have a key responsibility to keep our pupils 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 pupils. This includes the following procedures:

- During the school day, teachers must register pupils at morning and afternoon registration.
- During extra-curricular activities at lunch time and after school, staff in charge must register pupils.
- The School Office must ensure that the signing in/out is completed correctly by pupils/parents and report any anomalies to SMT.
- On school trips, the staff in charge must ensure that regular head counts are made and pupils supervised.
- Any absences will be reported to the School Office.

### Procedure

A pupil may be identified as missing:

- If an absence at morning registration is not confirmed by the office staff's contact with home.
- On comparison with the afternoon registration.
- By a report of a missing child by a fellow pupil.

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

- Contact and make the necessary checks with the office or classteacher to assess whether the absence is expected.
- Check with the Music or Drama 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 they are not away on a sport fixture.
- Check all lists of trips out of school.
- Check the signing out book.

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

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

If the site search fails:

- The Headteacher 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 their discretion, the Headteacher will arrange for the police to be informed.
- IT Support will check the CCTV camera recordings.

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

- The Headteacher and parents will be directly informed by the School Office.
- The Police will be informed if they have been involved.
- The Headteacher will initiate a full inquiry. Upon its completion, they will conclude whether any further action is required. An incident report will be kept on the pupil's file and will be shared with Social Services if appropriate.
- Media queries will be handled by the Headteacher.

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



## Appendix 5 - 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

## Appendix 6 - 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 which can all be found on the [School website](#).

- 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 2023) 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, 2023
- Keeping Children Safe in Education, September 2023
- Guidance for safer working practice for those working with children and young people in education settings – February 2022
- 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 Multi Agency Threshold Guidance (May 2018) 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, September 2020
- Prevent Duty Guidance for England and Wales – April 2021
- COVID-19: safeguarding in schools, colleges and other providers
- Mental health and behaviour in schools – November 2018
- Behaviour in Schools – September 2022
- Preventing and tackling bullying, July 2017
- Safeguarding and protecting people for charities and trustees, December 2019
- Promoting children and young people's emotional health and wellbeing (Public Health England working with the Department for Education), 2021
- Promoting and supporting mental health and wellbeing in schools and colleges, July 2022
- Meeting digital and technology standards in schools and colleges (March 2023)
- Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017).
  - DfE - Searching, screening and confiscation at school (July 2022)
  - Criminal exploitation of children and vulnerable adults: county lines
  - Multi-agency statutory guidance on female genital mutilation
  - Safer Working Practice for those working with children and young people in education settings, February 2022
  - 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.

**Reviewed and amended by Melissa Stimson, Lisa Brown, Elizabeth Fry September 23 and approved at the September 23 Full Governing Body meeting**

**Updated November 2023 with changes to Prevent and safeguarding file transfers**



**Updated January 2024 with changes from Working Together to Safeguard Children 2023**

**Review date September 2024**