



## Safeguarding and Child Protection Policy

### 1. Definitions

**Safeguarding** is defined as:

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

**Child Protection** is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

### 2. Introduction

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, their families and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the best interests of the child.
- We take an 'it can happen here' approach where safeguarding is concerned.
- Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Victims of harm should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

St Mary Redcliffe and Temple School is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by the School will be in accordance with:

- Current legislation (these are summarised within Working Together to Safeguard Children: statutory framework)
- Statutory, national, and local guidance. This includes Working Together to Safeguard Children (2018), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

Keeping Children Safe in Education (2021) is the statutory guidance issued by the Department for Education, which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

Local Guidance from the Local Safeguarding Partnership, around particular safeguarding topics, are available on the Keeping Bristol Safe Partnership Website.

This policy (Safeguarding and Child Protection) should be read in conjunction with the following policies:

- Behaviour Policy
- Equality Policy

The School ensures that the above policies (and associated procedures) adopted by the governing body are accessible via the School website and are understood and followed by all staff.

### **3. Equalities Statement**

With regards to safeguarding, the School will consider their duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under the School's equality statement and measurable objectives. These are available on the School website.

We adhere to both the Bristol Equality Charter and Bristol Children's Charter with a view to contribute towards the One City Plan.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our SEN Information report

St Mary Redcliffe and Temple School also adheres to the principals of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

### **4. Overall Aims**

This policy will contribute to the safeguarding of children at this School by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership.

St Mary Redcliffe and Temple School is named as a relevant agency in the Local Safeguarding Partnership (Keeping Bristol Safe Partnership). This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Keeping Bristol Safe Partnership.

## 5. Professional Expectations, Roles, and Responsibilities

### Role of all Staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2021). Those working directly with children will also read Annex B. Those who do not work directly with children will have the option of reading Annex A
- In addition to this, all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- All staff will know who the DSL is and the names of their deputies. They will also be able to identify the school Safeguarding Support Officer, the Chair of Governors, and the governor who is responsible for safeguarding.
- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
  - Who may need a social worker and may be experiencing abuse or neglect
  - Who require mental health support
  - Who may benefit from early help
  - Where there is a radicalisation concern
  - Where a crime may have been committed
- All staff will be clear as to the setting's policy and procedures about peer on peer abuse, children missing education and those requiring mental health support, and the impact of technology in relation to online safety.
- All staff will be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- All staff will record concerns appropriately and in a timely manner by using the setting's safeguarding systems (CPOMS).
- All staff will be aware of the need to raise to the senior leadership team (SLT) any concerns they have about safeguarding practices within the school.

### Role of the Designated Safeguarding Lead (DSL)

Duties are further outlined in Keeping Children Safe in Education (2021, Annex C)

Details of our Safeguarding team are available on the school website, and on posters around the school (both main school and sixth form).

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting. The school also has a dedicated Safeguarding Support Officer.
- The DSL works with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by other members of the Safeguarding team.
- The DSL manages early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- The DSL manages referrals to local safeguarding partners where learners with additional needs have been identified. These can include those:
  - Who need a social worker and may be experiencing abuse or neglect.
  - Require mental health support.
  - Who may benefit from early help.

- Where there is a radicalisation concern.
- Where a crime may have been committed.

The DSL will also:

- Work with others: acting as a point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
  - Know who these children are,
  - Understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
  - Are supported to identify the challenges that children in this group might face.
  - Provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential.
  - Ensure the successful transfer of the Safeguarding/Child Protection File when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
  - Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.

### **Role of the Governing Body**

Duties are further outlined in Keeping Children Safe in Education (2021, Part 2)

The Safeguarding Governor takes responsibility for ensuring that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

- The appointed Safeguarding Governor will liaise with the Headteacher and the DSL to produce an annual report for governors and complete the S.175 (annual safeguarding) audit for the Keeping Bristol Safe Partnership

They will also:

- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay;
- Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and sex education (RSE) and health education - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (2021, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.

- Ensure that the setting has systems in place to prevent, identify and respond to peer on peer harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Ensure that a designated teacher promotes the educational achievement for children in care and other care arrangements. The School has a dedicated Learning Mentor for Children in Care, to promote their educational achievement and care arrangements. This Learning Mentor is managed by the DSL.

## **6. Safeguarding Training for Staff**

### **All staff**

- The governing body ensures that all staff members undergo safeguarding and child protection (including online safety) training at induction.
- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least on annually (via formal training, email e-bulletins and staff meetings).
- All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

### **Designated Safeguarding Lead and deputies**

- Will undergo formal training to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated every two years.
- Deputies, and the Safeguarding Support Officer, will be trained to the same level as the DSL.
- The DSL and any deputies (and the Safeguarding Support Officer) will liaise with the Local Safeguarding Partnership to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

### **Other Training Considerations**

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The Learning Mentor responsible for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered students who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding topics (including online safety) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

## **7. Safeguarding in the Curriculum**

The School is dedicated to ensuring that learners are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all learners, and a more personalised or contextualised approach for more vulnerable learners, victims of abuse and some SEND children might be needed.

This is part of a broad and balanced curriculum. This includes:

- Working within statutory guidance in respect to Relationships and sex education (RSE) and health education - GOV.UK ([www.gov.uk](http://www.gov.uk)); Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- Appropriate filters and monitoring systems are in place to ensure that ‘over- blocking’ does not lead to unreasonable restrictions as to what learners can be taught about online teaching and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Learners can inform the curriculum via discussions with the school council

## **8. Safer Recruitment and Safer Working Practice**

### **Safer Recruitment**

The School pays full regard to the safer recruitment practices detailed in ‘Keeping Children Safe in Education’ (2021; Part 3)

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.
- All recruitment materials will include reference to the School’s commitment to safeguarding and promoting the wellbeing of learners.

### **Use of Reasonable Force**

‘Reasonable force’ refers to the physical contact to restrain and control children using no more force than is needed.’ The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013; Reducing the need for restraint and restrictive intervention, 2019).
- There is robust recording of any incident where positive handling or restraint has been used. A review of the incident is carried out to reflect on how the incident could be avoided, and this will involve the child and their family.

### **Whistleblowing Procedures**

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>.
- The NSPCC whistleblowing helpline is available here for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

- The above channels are clearly accessible to all staff (in the staff handbook, code of conduct and staff notice boards).

## 9. Key Safeguarding Areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address.

- Children in the court system
- Children affected by parental offending/imprisonment.
- Children missing from education – including persistent absence.
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking).
- Cybercrime.
- Domestic Abuse.
- Homelessness.
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage).
- Online Safety.
- Mental health.
- Peer on Peer/ child on child abuse, including:
  - Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - Abuse in intimate personal relationships between peers
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
  - Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
  - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
  - 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
  - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
  - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
  - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Preventing Radicalisation (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young Carers

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (2021), the NSPCC website and The Bristol Safeguarding in Education website.