Safeguarding (Child Protection) Policy

Date adopted: 10th December 2018

Review Period: 1 year

Next review: February 2022

History of most recent policy reviews

Date	Review	Who is Responsible?
February 2016	Replacement of previous Child Protection Policy	Standards Committee
November 2016	FGM information added	Standards Committee
February 2017	Approved at FGB carried forward from Standards	Standards Committee
September 2017	Updated with additional LADO guidance	Standards Committee
November 2018	Updated in line with statutory changes	DSL / Link governor
September 2019	Updated in line with changes to KCSIE 2019	DSL
September 2020	Updated in line with KCSIE 2020 & to reflect change in DSL role	

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Key safeguarding personnel

- **Tim Browse:** Designated Safeguarding Lead (DSL Strategic Lead)
- **Louise Hennys:** Designated Safeguarding Lead (DSL Operational Lead)
- **Pete Fullergreen:** Link Governor
- **Joseph Gliddon:** Chair of Governors
- **Jenny Knight:** Inclusion Manager

Definitions

Safeguarding is defined as:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Legislation and Statutory Guidance

All action taken by Air Balloon Hill Primary will be in accordance with the Department for Education's statutory guidance Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018), and the Governance Handbook.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

Roles & Responsibilities

Air Balloon Hill Primary is committed to safeguarding and promoting the welfare of children by:

- Providing a safe environment in which children and young people can learn
- Fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

The Designated Safeguarding Lead (DSL Strategic Lead)

The Designated Safeguarding Lead (DSL Strategic Lead) is a senior member of staff, who undertakes lead responsibility for safeguarding within the school. Details of the DSL are available on the school website and displayed around the school.

The broad areas of responsibility for the DSL (Strategic Lead) are:

- To coordinate the school procedures and processes for keeping children safe in school.
- To support and advise staff on matters of child welfare and safeguarding and to liaise with relevant agencies, including Children's Services and/or Police where abuse and neglect are suspected.
- To fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan.
- Liaise with the Local Authority Designated Officer (LADO) where there are concerns about a member of staff's conduct or an allegation is made against a member of staff or volunteer at the school. (If there is an allegation against the Head then the Chair or Vice Chair of Governors will liaise with the LADO.)
- To regularly report to the governing body on safeguarding and child protection activity within the school.
- To receive relevant training that provides them with the knowledge and skills required to carry out their role effectively and to coordinate the training of others.

While the activities of the DSL can be delegated to appropriately trained members of staff, the ultimate lead responsibility for safeguarding and child protection remains with the DSL.

The Designated Safeguarding Lead (DSL Operational Lead)

The Designated Safeguarding Lead (DSL Operational Lead) is a member of the school's safeguarding team, who supports the DSL in their responsibility for safeguarding within the school.

The broad areas of responsibility for the DSL (Operational Lead) are:

- To be responsible for the day to day running of safeguarding procedures in the school.
- To be the day-to-day point of contact for safeguarding issues relating to children and to advise staff, take action and/or escalate causes for concern, as appropriate.
- To support in maintaining the accuracy of school records relating to safeguarding and child protection including the transferring of information to other schools/organisations.
- To liaise with outside agencies when supporting children subject to any safeguarding or child protection plan, or, when responding to causes for concerns when appropriate.
- To provide the DSL with all relevant information so that reports are accurate.
- To work with the DSL in ensuring that school procedures and processes help keep children safe in school.
- To assist with the safeguarding training for all staff including delivering training to those staff who arrive mid-year.
- To make sure information about safeguarding is available for all stakeholders.

The Safeguarding Team (SGT)

The school's Safeguarding Team (SGT) share responsibility for keeping children safe in school. The members of the SGT include:

- DSL (strategic Lead)
- DSL (Operational Lead)
- Family Support Worker
- Children's Support Worker
- SENCO

The broad areas of responsibility for the SGT are:

- To regularly review all safeguarding concerns logged by members of staff and assess the appropriateness, effectiveness and swiftness of staff responses.
- To put in place support for children who are at risk of coming to harm.
- To discuss the ongoing risk and safety plans for children subject to a child protection plan.
- To complete safeguarding audits – as directed by the local authority or safeguarding board – and to use these to inform whole school actions that will strengthen the school's capacity to safeguard its children.
- To coordinate staff training based on analysis of school trends and safeguarding data.
- To put in place a timetable of whole school events that raise awareness of significant safeguarding issues.

The Governing Body

The school's governing body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Bristol Safeguarding Children Board.
- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- A member of the school's senior leadership team is appointed as the DSL
- The DSL attends appropriate refresher training every two years.
- The Head Teacher, and all other staff who work with children, undertake regular safeguarding training
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay.
- The school has procedures for dealing with allegations of abuse against staff/volunteers.
- The governing body reviews its policies/procedures annually.
- A link governor is appointed who is responsible for monitoring the effectiveness of the safeguarding policy. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/families.
- The link governor submits regular reports to governors on the effectiveness of the safeguarding policy.
- The annual safeguarding audit is completed for the local authority.
- A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher/Principal.
- The DSL meets regularly with the school's wider Safeguarding Team to review Safeguarding practice and procedures within the school.

All staff

All staff at Air Balloon Hill Primary have a role and responsibility to safeguard children and young people attending school, irrespective of their role within the school.

All staff must:

- Read the standalone publication Keeping Children Safe in Education (2018).
- Read, and adhere to, the school's safeguarding policy, all other relevant policies referenced within it, the school's code of conduct, and any other relevant publications made available to them that will support them in carrying out their statutory duties.
- Attend safeguarding training appropriate to their role in school.
- Be able to identify – and know the roles and responsibilities of - key safeguarding personnel within the school including the Designated Safeguarding Lead, members of the school's safeguarding team and the safeguarding link governor.
- Understand and follow the school's safeguarding procedures as outlined in this policy and any training that they attend.
- Know the different types of abuse and the signs that may indicate a child is at risk of/suffering harm.
- Be able to identify concerns early, and provide help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.
- Share information - in line with the school's procedures for information sharing - that will help to safeguard and protect a child with the appropriate people which may include other members of staff, members of the school's safeguarding team, other professionals such as the LADO, social services, police.
- Complete a self-declaration form in addition to the enhanced DBS

Details on the structure of safeguarding personnel and school processes for safeguarding can be found in the appendices.

Safeguarding procedures

All staff receive training on:

- Up to date expectations, guidance and information on keeping children safe
- Identifying signs of abuse
- Specific safeguarding issues
- Acting on a cause for concern
- Responding to a disclosure
- The role of safeguarding professionals
- The school's monitoring system for safeguarding and child protection
- Policies linked to safeguarding

Details on the school processes for safeguarding can be found in the appendix.

The school uses CPOMS to record and monitor all causes for concerns. The process for recording concerns and subsequent actions can be found in the appendix.

Equalities statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- We offer a graduated range pastoral support for pupils with SEN and disabilities.

Types of abuse and neglect

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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. Once a child is born, 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 care-givers); or ensure access to appropriate medical care or treatment.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. 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

Emotional abuse: 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 cyberbullying), 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, although it may occur alone.

In addition to the above there are other specific areas of safeguarding that the school has a responsibility to address and these include:

Female Genital Mutilation (FGM)	Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but, if there are two or more indicators present, this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.
Child Sexual Exploitation (CSE) and Trafficking	CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
Online Sexual Abuse /Sexting	The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers. The school recognises that peer on peer abuse can occur in primary schools. Peer on Peer abuse is also referenced in the school's anti-bullying policy.
Radicalisation	The school is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individual who may be drawn into terrorism, violent or non-violent extremism. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed in order to prevent access to terrorist and extremist materials on line at the school
Peer on Peer Abuse	All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to: • bullying (including cyberbullying); • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; • sexual violence, such as rape, assault by penetration and sexual assault; • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; • upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; • sexting (also known as youth produced sexual imagery); and • initiation/hazing type violence and rituals.

Serious Violence	All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may 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.
Private Fostering	This is essentially, arrangements that are made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children Act 1989, is a (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. ABHPS has a responsibility to refer to Children's Services any private fostering arrangement. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.
Domestic/Gender based violence /violence against women and girls (VAWG) & teenage relationship abuse	This involves any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships.
Drugs	As part of school's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Governments Drug Strategy (2010) to provide information, advice and support to pupils via the curriculum
Forced marriage	Forced marriage is not the same as an arranged marriage, as it involves coercion and force and not a marriage based on free choice. It affects both males and females.
Gangs and youth violence	Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.
Fabricated or induced illness	This supplementary guidance (Safeguarding Children in whom Illness is Fabricated or Induced 2008)sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them
Child and Adolescent Mental Health	Good mental health and resilience are fundamental to children's physical health, relationships, education and opportunity to achieve their potential. The school's Primary Mental Health link through Child and Adolescent Mental Health Service (CAMHS) can provide further guidance.
Faith abuse	The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.
Bullying/Cyber Bullying	For information about the school's definition of bullying and the approach to anti-bullying please refer to the school's anti-bullying policy. Bullying includes cyberbullying (including sexting) and may be identified as peer on peer abuse.
Children missing from education (CME)	A child going missing from education (CME) is a potential indicator of abuse or neglect. Staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Concerns should be notified directly to the Designated Safeguarding Lead and always confirmed in writing by the person reporting their concerns on the electronic safeguarding reporting system CPOMS. The DSL will then follow this up with the school's attendance clerk.

Record-keeping

All safeguarding concerns, and subsequent actions, must be recorded in writing in line with the school procedures for recording causes for concern. (See appendix ii, iii, iv)

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records relating to members of staff, including any investigation reports, will be treated as confidential items and held securely by the DSL. Such records will be retained for a reasonable period of time including if the member of staff has left the school. The Headteacher and/or DSL has the right and responsibility to pass on relevant safeguarding information about members of staff to any future employer. Advice from the LADO should be sought if further clarification is needed.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

When possible, all records will be stored digitally including scanned copies of originals. In such cases it may be appropriate for paper copies to be disposed of in line with the school's compliance with the General Data Protection Regulation (GDPR). If it is not possible to create electronic copies of original documentation, paper copies will be held securely in school in line with the school's compliance with GDPR.

Recruitment

The school is committed to ensuring a culture of safer recruitment. The school follows advice and guidance on safer recruitment in accordance with the Department for Education's statutory guidance Keeping Children Safe in Education (2018).

Monitoring arrangements

This policy will be reviewed annually by the headteacher and/or DSL, the school's safeguarding team, and the school's safeguarding link governor. At every review, it will be approved by the full governing board.

Links with other policies

This policy links to, and should be read in conjunction with, the following policies and procedures:

- Behaviour
- Anti-bullying
- E-safety and social media
- Sex and relationship education
- PSHE
- Health and safety
- Attendance
- First aid
- Lockdown
- Equality
- Staff code of conduct
- Whistleblowing
- Complaints
- Allegations against staff
- Air Balloon Staff Handbook
- Confidentiality
- GDPR compliance procedures and policies

The school's safeguarding team (SGT)

Designated Safeguarding Lead (Strategic Lead)	Designated Safeguarding Lead (Operational Lead) & Family Support Worker	Children Support Worker	Inclusion Lead
Tim Browse	Louise Hennys	Emma James	Jenny Knight
Strategic Lead on safeguarding and child protection across the school. Key Link for children on a CP plan and Level 3 safeguarding concerns.	First contact for safeguarding / CP issues. School Lead on attendance, parent support and family welfare.	First contact for children's emotional well-being concerns.	SENCO and designated teacher for children in care.

The Safeguarding Team (SGT) are there to help and support but all staff have the necessary training to respond appropriately to any concern that arises.

When alerted to concerns on CPOMS, the SGT have three responses:

Advise –support staff to take the most appropriate course of action.
Act –carry out an action to support the child/family and communicate back to the referrer.
Escalate – refer to other members of the SGT, or external agencies, in order to keep children safe.

As well as carrying out day-to-day safeguarding duties, the SGT also meet weekly to discuss key children and review the last 7 days of CPOMS.
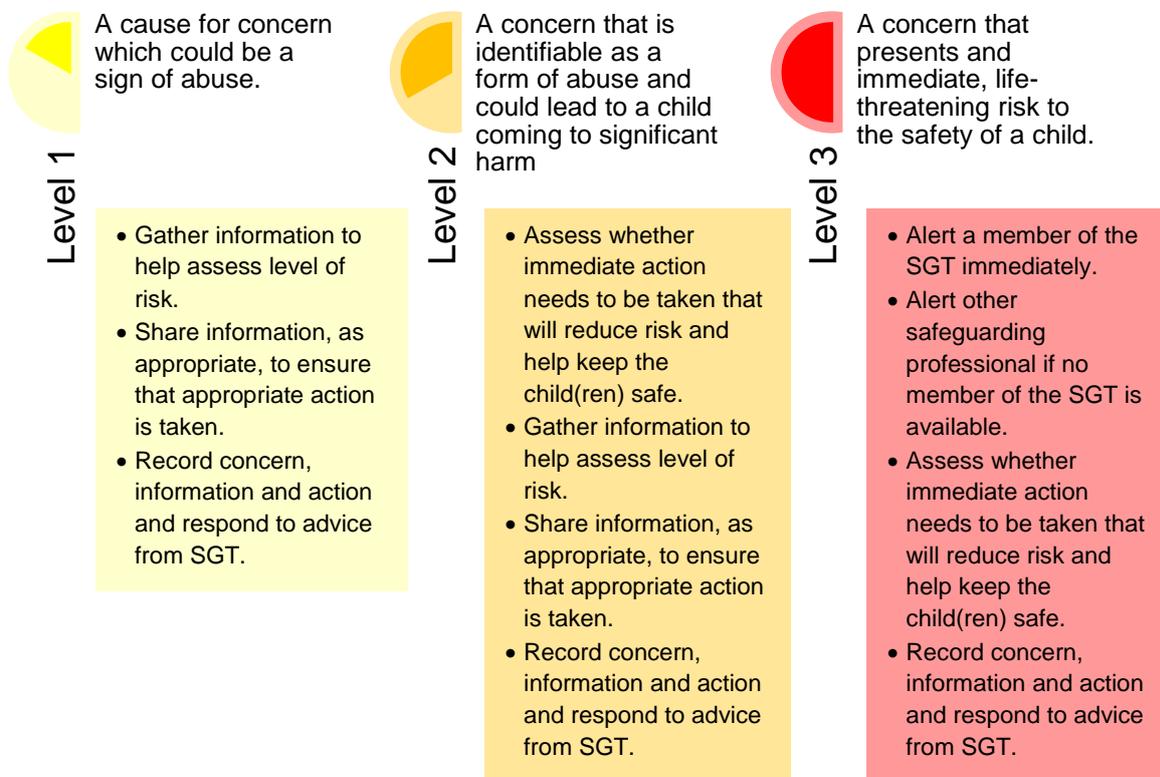
The SGT also have two meetings a term to map out the safeguarding curriculum which is covered each term by a designated safety week. During this week there will be a special assembly and some specific work/resources for all classes to access. The timetable for the safety weeks is:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Being safe	Anti-bullying	E-safety	Heroes	Mental health	Staying safe
Trusted adults School systems PANTS	School policy Equality Tolerance	Cyber-bullying Digital footprint Reporting	Diversity Adversity Achievement	Stress Well-being Support	FGM Radicalisation Life-skills

Appendix ii

Recognising abuse and taking action

Every member of staff has duty to help keep children safe and should be pro-active in this endeavour. The Safeguarding Team (SGT) are there to help and support but all staff have the necessary training to respond appropriately to any concern that arises.

There are three main levels of safeguarding concerns that all staff can respond to:

Level 1 — A cause for concern which could be a sign of abuse.

- Gather information to help assess level of risk.
- Share information, as appropriate, to ensure that appropriate action is taken.
- Record concern, information and action and respond to advice from SGT.

Level 2 — A concern that is identifiable as a form of abuse and could lead to a child coming to significant harm

- Assess whether immediate action needs to be taken that will reduce risk and help keep the child(ren) safe.
- Gather information to help assess level of risk.
- Share information, as appropriate, to ensure that appropriate action is taken.
- Record concern, information and action and respond to advice from SGT.

Level 3 — A concern that presents and immediate, life-threatening risk to the safety of a child.

- Alert a member of the SGT immediately.
- Alert other safeguarding professional if no member of the SGT is available.
- Assess whether immediate action needs to be taken that will reduce risk and help keep the child(ren) safe.
- Record concern, information and action and respond to advice from SGT.

Response	May include…
Gather information to help assess level of risk.	Speaking to children, parents, carers, other members of staff or safeguarding professionals. Reviewing past records/logs on CPOMS or other appropriate CP information.
Share information, as appropriate, to ensure that appropriate action is taken.	Informing other adults which may include parents*, staff members, the SGT, social workers, of the facts so that they can either offer advice or put in place actions. *Parents may not be informed if it is judged that to do so would increase risk to the child.
Assess whether immediate action needs to be taken that will reduce risk and help keep the child(ren) safe.	Making a professional judgement about whether immediate action needs to be taken. This may include contacting other professionals or putting in place measures which reduce any immediate risk to the child(ren).
Alert a member of the SGT immediately. **Alert other safeguarding professional if no member of the SGT is available.**	Speaking to a member of the SGT in person so that they can take swift and appropriate action. In some cases it will be necessary for an individual to contact external agencies (police, First Response, LADO…) themselves to ensure the safety of the child(ren).
Record concern, information and action and respond to advice from SGT.	Making sure that all relevant information and actions is recorded on CPOMS.

Anyone can make a referral to children's social care and/or the police if they believe a child is suffering, or likely to suffer from, or in immediate danger. Contact First Response on 0117 9036444

Appendix iii
Specific procedures for safeguarding concerns

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to them, giving them time to talk freely.
- Do not ask leading questions. Use TED talk: 'Tell me...' 'Explain to me…' 'Describe to me…'
- Stay calm and do not show that you are shocked or upset
- Do not make judgements during the disclosure.
- Tell the child they have done the right thing in telling you.
- Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on.
- Do not promise to keep it a secret
- Write up your conversation as soon as possible on CPOMS. Stick to the facts, and do not add superfluous details or put your own judgement on it. On CPOMS the child's voice should be written in CAPITALS.
- Make sure you provide the appropriate safeguarding category with your CPOMS entry so that relevant staff are alerted.

If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to **have been** carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

Any holiday request to a country where the risk of FGM is statistically significant must be recorded on CPOMS so that a meeting between the parent/carers and a member of the SGT can take place before the holiday. For more information on the 'FGM safeguarding meeting' process, see appendix.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could the local authority Prevent Duty team on 0117 9455536 of Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If you have a concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher.

If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then immediately contact the Local Authority Designated Officer (LADO) to report the allegation. No investigation should take place until the LADO has been contacted and provided advice which may include to conduct an internal investigation.

All LADO referrals and investigations should be kept confidential.

Anyone can make a referral to the LADO if they have a concern about a member of staff or volunteer, or if an allegation is made about a member of staff or volunteer posing a risk of harm to children.

All staff should read, and have access to, the school's whistleblowing policy which provides additional advice on how to raise concerns about a member of staff/line manager.

If you have a concern about an allegation of peer on peer abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

If you have a concern about Sexting

All staff should use the school process for responding to a safeguarding/CP concern if they believe that sexting has taken place and make sure that the DSL, and other members of the SGT have been alerted. Further guidance for staff can be found here.

The DSL will follow guidance provided by UK council for Child Internet Safety if they have been alerted to a concern about sexting. This guidance can be found here.

Monitoring and reporting

Air Balloon uses CPOMS to record and monitor all safeguarding and CP concerns. Below is an outline of the correct monitoring procedures:

Sig group	Level of concern	Category	Details of concern	Referral type	Who sees it?	What happens?
☐CiN child* ☐CiC child ☐CP child† ☐SEND*	☐**Level 1** (*A cause for concern which could be a sign of abuse.*)	☐Emotional ☐Physical ☐Sexual ☐Neglect	Facts No presumptions No interpretation No judgements DIALOGUE		The referrer Family Support Worker Pastoral Leader *Inclusion Leader †DSL	Nothing. Unless, other professionals judge it appropriate to: • **Advise** – enable the referrer, or another adult, to take the appropriate action. • **Act** – take responsibility for putting in place some immediate next steps. • **Escalate** – take the referral further via the SGT.
☐CiN child* ☐CiC child ☐CP child† ☐SEND*	☐**Level 2** (*A cause for concern that is identifiable as a form of abuse and could lead to a child coming to significant harm.*)	☐Emotional ☐Physical ☐Sexual ☐Neglect ☐DV ☐FGM ☐Prevent	Facts No presumptions No interpretation No judgements DIALOGUE *Updates written up by relevant adult and shared appropriately.*	☐SGT action ☐First Response referral ☐Early Help referral ☐Police ☐EWO ☐LADO ☐SEND ☐Other	The referrer Family Support Worker Pastoral Leader Children Support Worker Inclusion Leader DSL Deputies	A member of the SGT will: • **Advise** – reassure the referrer that action is being taken. • **Act** – take responsibility for putting in place, or coordinating, some immediate next steps. • **Escalate** – take the referral further via the SGT, SLT, or external agencies. *Level 2 referrals will be discussed within a 7-day period by SGT.*
☐CiN child* ☐CiC child ☐CP child† ☐SEND*	☐**Level 3** (A cause for concern that presents an immediate and life-threatening risk to the safety of a child.)	☐Emotional ☐Physical ☐Sexual ☐Neglect ☐DV ☐FGM ☐Prevent	Facts No presumptions No interpretation No judgements DIALOGUE *Updates written up by relevant adult and shared appropriately.*	☐SGT action ☐First Response referral ☐Early Help referral ☐Police ☐EWO ☐LADO ☐SEND ☐Other	The referrer Family Support Worker Children Support Worker Inclusion Leader DSL Pastoral Leader Deputies	The SGT will: • **Act** – take responsibility for putting in place some immediate next steps to ensure the safety of the child. • **Escalate** – take the referral further via external agencies.

In addition to safeguarding concerns, all staff should log concerns related to family support and children support:

Sig group	Type of concern	Category	Details of concern	Who sees it?	What happens?
☐CiN child* ☐CiC child ☐CP child† ☐SEND*	☐FSW	☐Attendance ☐Parents ☐Welfare ☐Other	Facts No presumptions No interpretation No judgements DIALOGUE	The referrer Family Support Worker Pastoral Leader *Inclusion Leader †DSL	The FSW will: • **Advise** – enable the referrer, or another adult, to take the appropriate action. • **Act** – take responsibility for putting in place some immediate next steps. • **Escalate** – take the referral further via the SGT, SLT, or external agencies.
☐CiN child* ☐CiC child ☐CP child† ☐SEND*	☐CSW	☐Anxiety ☐Depression ☐Anger ☐Self-esteem ☐Other ☐Bullying‡ ☐Anti-bullying‡	Facts No presumptions No interpretation No judgements DIALOGUE	The referrer Children Support Worker Pastoral Leader *Inclusion Leader †DSL ‡SLT	The CSW will: • **Advise** – enable the referrer, or another adult, to take the appropriate action. • **Act** – take responsibility for putting in place some immediate next steps. • **Escalate** – take the referral further via the SGT, SLT, or external agencies.

FGM Procedures

Any request for term time holiday from families who belong to a community who practice FGM will be sent a letter asking them to attend a meeting with the Head Teacher and a member of the Safeguarding Team. The responses to the questions asked in this meeting will be minute, recorded on Cpoms and shared with First Response.

Guide intro conversation "We are aware that some families take their children abroad with the intention of subjecting them to FGM or cutting. It is illegal in the UK regardless of which country it is performed and a person convicted of an offence under the FGM act 2003 is liable for imprisonment of up to 14 years. Bristol has the highest rate of FGM outside of London. As part of our responsibility for keeping all our children safe we are required to ask through your plans with you, record your responses and share them with First Response".

Parents/Carers

Question	Response
Where are you going? (Including flight times and airport of departure)	
When are you going and how long will you be there?	
Where will you be staying and who with?	
Are there any other children going with you ?(not names, DOB and schools and nurseries)	
Will your child be left alone with other family or community?	
Have you or another family member planned for your daughter to undergo FGM?	
Permission to share this information with First Response granted?	

Children

Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday. Ask questions like:

- Who is going on holiday with you?
- How long are going away for?
- Is there a special celebration planned?
- Where are you going, etc
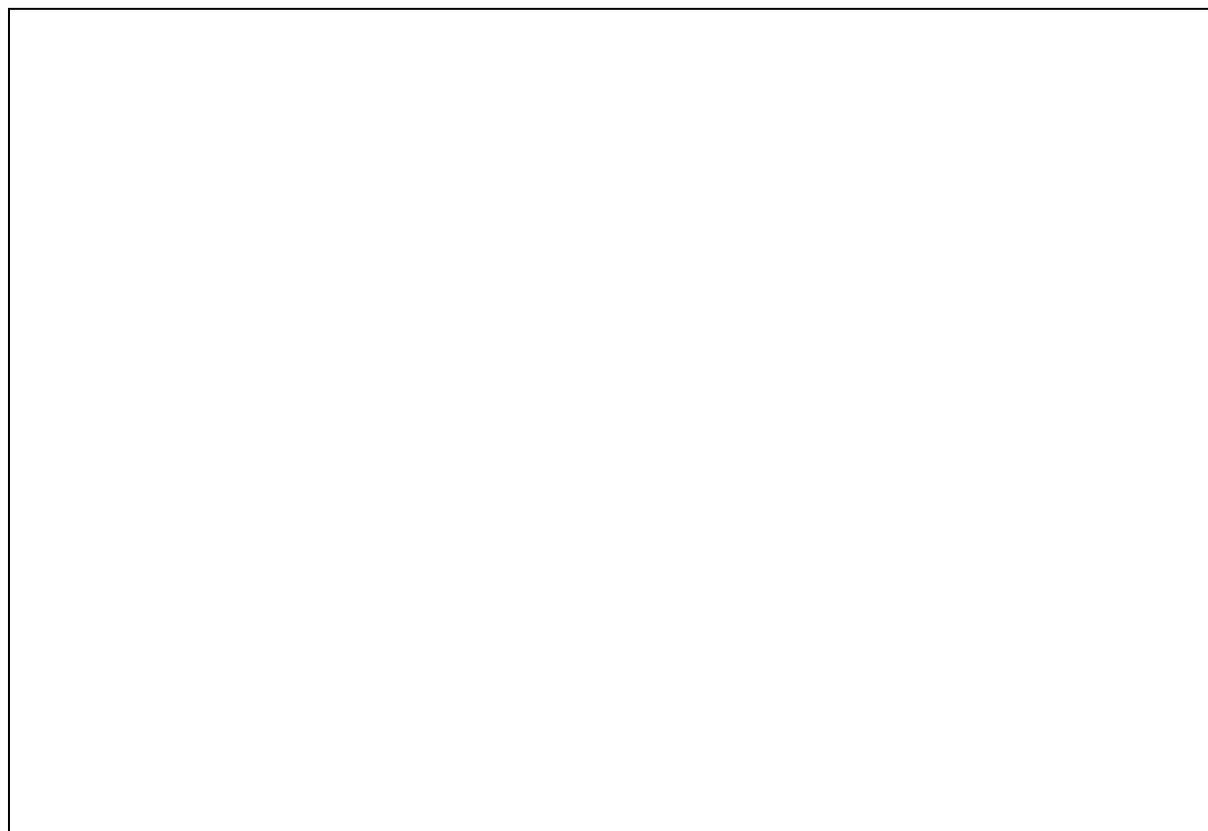
THIS INFORMATION IS TO BE PHONED THROUGH TO FIRST RESPONSE. IF THE DATE IS MORE THAN A WEEK AWAY IT NEEDS TO BE SENT USING THEIR ELECTRONIC FORM WHICH CAN BE FOUND AT:

https://www2.bristol.gov.uk/form/child-or-young-person-request-support-or-report-concern

If the child does not return to school on the agreed date we need follow our non-attendance policy and refer to EWO after 10days. Due to the potential risk of FGM please take advice from a member of the safeguarding team re calling First Response – current procedures are that we refer after 10days, but an initial log of concern with First Response may be made by a member of the Safeguarding Team prior to the end of 10 days.

If you suspect that a child is a victim of FGM (please take advice from a member of the safeguarding team) before you ask the child any questions. The child MUST NOT BE EXAMINED. The teacher or member of staff suspecting FGM must be the one who contacts the police, with support from a member of the safeguarding team if needed).

Appendix vi

Providing a safe environment

General environment and visitors

The school will have the key members of the safeguarding team – including the name of the DSL – on display at key locations across the school. Key safeguarding messages will be displayed, as appropriate, across the school.

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or

- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

End of day arrangements

All staff have access to information that states which adults are safe to pick up each child.

If a child is not collected at the end of the day, a member of staff will accompany the child(ren) to the school office where their parent/carer will be contacted.

Children who walk home on their own must only do so if written consent is provided by the parents/carers.

All staff will make sure that all children are collected from school by a known and verified trusted adult.

Parents and carers must inform the school office of any change of adult collecting their child(ren) at the end of the day. This will then be passed on to the class teacher/member of staff responsible for dismissing the children at the end of the day.

No member of staff will release a child to an unknown/unverified adult. Staff must accompany the child and any unknown/unverified adult to the school office for confirmation.

If a child goes missing, we will put in place procedures designed to ensure that that they are found and returned to effective supervision as soon as possible. If, after an initial search of the site, the missing child(ren) has not been found, the school will contact the parents and coordinate a plan to conduct an additional search of the school site and local area. At any time that is judged appropriate, the police will be informed.