

## CHILD PROTECTION AND SAFEGUARDING

Policy applies from EYFS to Sixth Form and to all Staff	
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Version	Date	Paragraph	Material change	Approval
09.24 v1	01.09.2024	All	Policy updated in full to reflect Keeping Children Safe in Education 2024, Information Sharing Advice for Safeguarding Practitioners (May 2024), Working together to improve school attendance (February 2024) and best practice.	Mr Chris Collins
10.24 v1	15.10.2024	Part B, section 5.2	Inserted new section setting out duty to notify Ofsted.	Mr Chris Collins
02.25 v1	14.02.2025	School Contacts	Contact details updated.	Mr Chris Collins

**Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.**

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Key External Safeguarding Contacts			
If a pupil is at immediate risk of harm			
To make an <b>URGENT</b> referral	<b>Children's Social Care</b> <b>First Response: 0117 9036444.</b> Out of Hours Emergency Duty Team 01454 615165.		
To make a <b>NON-URGENT</b> referral (parental/carer consent required)	<b>Children's Social Care, First Response online form</b> <a href="https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response">https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response</a> <b>Police: 101</b>		
To raise concerns and ask for guidance in relation to the <b>conduct of someone who works with children</b>	<b>Local Area Designated Officer (LADO)</b> <b>Bristol:</b> Nicola Laird 0117 9037795 <a href="mailto:childprotection@bristol.gov.uk">childprotection@bristol.gov.uk</a>  Contact details for LADOs in surrounding counties are listed in section 5.2 below.  A copy of the form to be submitted is found at <a href="#">KBSP LADO notification form</a> . Please see <a href="#">LADO Concerns Professionals Bristol Referral Form (bristolsafeguarding.org)</a> for further information.		
To raise concerns and ask for advice about <b>Radicalisation, Terrorism and Extremism</b>	<b>Police Prevent referrals and advice:</b> <ul style="list-style-type: none"> <li>• <b>Email:</b> <a href="mailto:channelsw@avonandsomerset.police.uk">channelsw@avonandsomerset.police.uk</a></li> <li>• <b>Phone:</b> 0117 9455539 or 01278 647466</li> <li>• <b>Non-emergency police contact :</b> 0800 789321 or 101</li> </ul> <b>Report suspicious activity:</b> <ul style="list-style-type: none"> <li>• Call the confidential Anti-Terrorist Hotline: 0800 789 321 or</li> <li>• Complete the <a href="#">Action Counters Terrorism (ACT) form</a></li> </ul> <b>Report online Terrorist material at</b> <a href="#">Report Terrorism</a> .  <b>Non-emergency advice:</b> 020 73407264 (Monday to Friday, 9am-6pm) <a href="mailto:Counter-extremism@education.gsi.gov.uk">Counter-extremism@education.gsi.gov.uk</a>		
For advice and guidance about whether to make a referral contact <b>Families in Focus</b>	<b>North Bristol</b> 0117 3521499	<b>East/Central Bristol</b> 0117 3576460	<b>South Bristol</b> 0117 9037770

<b>NSPCC Whistleblowing Advice Line</b>	Weston House, 42 Curtain Road, London, EC2A 3NH 0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>NSPCC Report Abuse in Education Advice Line</b>	0800 136 663 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>Disclosure and Barring Service</b>	DBS customer services, PO Box 3961, Royal Wootton Bassett SN4 4HF 03000 200 190 <a href="mailto:customerservices@db.gov.uk">customerservices@db.gov.uk</a>
<b>Teaching Regulation Agency</b>	Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road. Coventry CV1 2WT. 0207 593 5393 <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
<b>Independent Schools Inspectorate</b>	0207 6000100 <a href="mailto:concerns@isi.net">concerns@isi.net</a>

Key Clifton High School Safeguarding Contacts			
Role	Name	Phone	Email
Designated Safeguarding Lead (DSL)	Mr C Collins	07782294915 01179730201	<a href="mailto:ccollins@cliftonhigh.co.uk">ccollins@cliftonhigh.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Ms A Taylor <i>Senior School</i>	01179730201 07458301410	<a href="mailto:ataylor@cliftonhigh.co.uk">ataylor@cliftonhigh.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Miss C Mulholland, <i>Early Years Foundation Stage (EYFS)</i>	01179730201	<a href="mailto:cmulholland@cliftonhigh.co.uk">cmulholland@cliftonhigh.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Mrs Alice Taylor <i>Infant &amp; Junior School</i>	01179730201	<a href="mailto:ataylor1@cliftonhigh.co.uk">ataylor1@cliftonhigh.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Mrs L Bailey <i>Wellbeing and Mental Health Lead</i>	01179730201	<a href="mailto:lbailey1@cliftonhigh.co.uk">lbailey1@cliftonhigh.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Miss Natasha Widdison <i>Senior School</i>	01179730201	<a href="mailto:nwiddison@cliftonhigh.co.uk">nwiddison@cliftonhigh.co.uk</a>
Head of School	Mr Will Phelan	01179730201	<a href="mailto:head@cliftonhigh.co.uk">head@cliftonhigh.co.uk</a>
Chair of Council of Governors	Mr J Caddy	-	<a href="mailto:jcaddy@cliftonhigh.co.uk">jcaddy@cliftonhigh.co.uk</a>
Designated Member of Council with responsibility for Child Protection and Safeguarding	Mrs H Vaughan	-	<a href="mailto:hvaughan@cliftonhigh.co.uk">hvaughan@cliftonhigh.co.uk</a>
Designated Member of Council with	Mrs J Morrison	-	<a href="mailto:jmorrison@cliftonhigh.co.uk">jmorrison@cliftonhigh.co.uk</a>

responsibility for Child Protection and Safeguarding			
Designated Member of Council with responsibility for Child Protection and Safeguarding	Dr J Jenkins	-	<a href="mailto:jjenkins@cliftonhigh.co.uk">jjenkins@cliftonhigh.co.uk</a>

## A: INTRODUCTION

### 1. RELATED POLICIES

Attendance  
Behaviour - Senior School  
Behaviour - Infant and Junior School  
Child Protection and Safeguarding - Anti-Bullying  
Child Protection and Safeguarding - Child-on-Child Abuse  
Child Protection and Safeguarding - Intimate Care  
Child Protection and Safeguarding - Low Level Concerns  
Child Protection and Safeguarding - Online Safety  
Child Protection and Safeguarding - Preventing Radicalisation  
Counselling  
Complaints  
Enhanced Learning  
Early Years Foundation Stage (EYFS)  
Equality, Diversity and Inclusion  
Lost Pupil  
Mental Health  
Online Filtering and Monitoring  
Pupil Code of Conduct - Senior School  
Pupil Code of Conduct - Infant and Junior School  
Positive Handling and Use of Reasonable Force  
PSHE  
Relationships and Sex Education  
Recruitment, Selection, Disclosure and SCR  
Staff Code of Conduct  
Taking, Storing and Using Photographs or Video - Parents  
Taking, Storing and Using Photographs or Video - Staff  
Whistleblowing  
Visiting Speakers

### 2. DEFINITIONS

**Child Protection** is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm and promoting the child's welfare (as defined in s.47 of The Children Act 1989).

**Child/Children/Pupil** includes everyone under the age of 18. These terms are generally applied interchangeably as appropriate in the context.





CPOMS is the 'Child Protection Online Management System' Clifton High School uses to record, monitor, and action safeguarding, wellbeing and pastoral concerns.

**Designated Safeguarding Lead (DSL)** is a senior member of staff from the Senior Leadership Team who has lead responsibility for safeguarding and child protection (including online safety).

**Keeping Children Safe in Education 2024 (KCSIE 2024)** is statutory guidance from the Department for Education issued under Sec 175 Education Act 2002, the Education (Independent Schools Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015.

**Safeguarding** and promoting the welfare of children means:

- 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.

**Staff** means all employees of Clifton High School, Governors, French Education Curriculum Programme (FECP) tutors, Visiting Music Teachers, peripatetic self-employed staff using Clifton High School premises, sports coaches, all volunteers working on behalf of the School in a paid or un-paid capacity, visitors and contractors who are working on site during term time.

### 3. OUR APPROACH

At Clifton High School we take the following approach to child protection and safeguarding:

- Safeguarding and promoting the welfare of our pupils is **everyone's responsibility**.
- Everyone who comes into contact with our pupils and their families has a **role to play** in identifying concerns, sharing information, and taking prompt action.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred** and should consider at all times what is in the **best interests** of the child.
- We take an '**it can happen here**' approach where safeguarding is concerned, both inside and outside of School and online.
- 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.

Clifton High School is committed to safeguarding and promoting the welfare of children by:

- providing a safe environment in which its pupils can learn;
- creating an environment in which pupils and members of staff feel able to raise any concerns and/or allegations;
- acting on concerns about a pupil's welfare and/or allegations immediately; and
- fulfilling our legal duties to identify pupils who may need early help or who are suffering, or are likely to suffer, significant harm.

#### 4. AIMS

The School aims to provide a happy and safe environment for all pupils and to ensure that the welfare and safety of all pupils is our paramount consideration. Maintaining our strong culture of safety is everyone's responsibility.

We aim to create a happy and safe environment by ensuring that all pupils:

- have a member of staff with whom they feel confident to discuss any concerns with;
- have their self-esteem and self-confidence nurtured;
- are free from any abuse and/or discrimination; and
- develop the skills they need to stay safe, be healthy, enjoy and achieve, make positive contributions, and achieve economic well-being.

#### 5. LEGISLATION AND GUIDANCE

This policy has regard to the following legislation, guidance and advice:

- [\*Keeping Children Safe in Education\*](#) (September 2024) ("**KCSIE**"), which incorporates the additional statutory guidance *Disqualification under the Childcare Act 2006* (September 2018)
- [\*Working Together to Safeguard Children\*](#) (December 2023) ("**WT**")
- *Equality Act 2010*;
- *Prevent Duty Guidance: for England and Wales* (April 2021) ("**Prevent**"). *Prevent* is supplemented by non-statutory advice and a briefing note: *The Prevent duty: Departmental advice for schools and childminders* (June 2015) and *The use of social media for on-line radicalisation* (July 2015)
- *Relationships education, relationships, and sex education (RSE) and health education* (September 2021)
- *Behaviour in schools* (September 2022)
- [\*Working together to improve school attendance\*](#) (February 2024)
- *Keeping children safe in out of school settings* (April 2022)
- [\*Information Sharing Advice for Safeguarding Practitioners\*](#) (May 2024)
- *Digital and technology standards in schools and colleges* (March 2023)



- *After school clubs, community activities, and tuition (safeguarding guidance for providers) (September 2023)*
- The Charity Commission guidance *Safeguarding and protecting people for charities and trustees* (June 2022).
- Local Guidance from the Local Safeguarding Partnership: around particular safeguarding topics are available on the [Keeping Bristol Safe Partnership \(Website: https://bristolsafeguarding.org/\)](https://bristolsafeguarding.org/).

## B: MANAGEMENT OF CHILD PROTECTION AND SAFEGUARDING

### 1. ROLES AND RESPONSIBILITIES

#### 1.1 Role of the School

The School must:

- Provide a setting in which pupils feel and are safe.
- Act to promote the welfare of a child in need of additional support.
- To the extent permissible under the law, respect each pupil's right to privacy regarding abuse.
- Inform parents that the Child Protection and Safeguarding policies are available on the school website and on request from the School Office.
- Provide opportunities for pupils to be listened to and to give feedback.

#### 1.2 Role of the DSL and DDSLs

##### 1.2.1 Key responsibilities

The DSL has overall responsibility for child protection and safeguarding, including online safety. The DSL is responsible for:

- Maintaining an overview of safeguarding within the School.
- Implementing the School's Child Protection and Safeguarding Policies.
- Ensuring that staff are aware of all School's Child Protection and Safeguarding Policies and that anyone can make a child protection and safeguarding referral.
- Supporting staff in carrying out their safeguarding duties.
- Opening channels of communication with local statutory agencies.
- Referring incidents to third parties (including the local authority children's services, the DBS, Channel and the police) where appropriate.
- Informing the Head of School of any enquiries under s.47 of the Children Act 1989 and any police investigations.
- Understanding the online filtering and monitoring systems and processes and ensuring the implementation of the *Online Safety Policy* and the *Online Filtering and Monitoring Policy*.
- Monitoring the effectiveness of the School's policies and procedures in practice.

The DSL will work with the Governors to review and update the School's Child Protection and Safeguarding policies, and regularly review the School's and their own practices. Duties are further outlined in Keeping Children Safe in Education (2024), Annex C.

Whilst the Head of School should ensure that the policies and procedures adopted, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff, and the Governors are ultimately responsible for ensuring staff are

competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

In the absence of the DSL, the DDSLs will take on the responsibilities of the DSL. The DDSLs offer additional support for their respective phases of the School.

### **1.2.2 Managing referrals**

The DSL or DDSLs must:

- Refer cases of suspected abuse to the local authority Children’s Social Care and support staff who make a direct referral.
- Refer cases to the Channel programme where there is a radicalisation concern and support staff who make a direct referral.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service.
- Refer cases where a crime has been committed to the police.

### **1.2.3 Child Protection files**

The DSL must ensure the successful transfer of the Safeguarding/Child Protection File when a pupil moves to a new setting within 5 days for “in year” transfers and within the first 5 days of the start of a new term for all other transfers. The DSL will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new setting in advance of a child leaving.

### **1.2.4 Working with others**

The DSL will:

- Work with the Head of School and relevant strategic leads taking lead responsibility for promoting educational outcomes to understand child protection and safeguarding issues that pupils are experiencing and the impact of those issues on pupils’ attendance, engagement and achievement.
- Work closely with the Designated Members of Council keeping them up to date.
- Work closely with the School Counsellor and the Medical Team.
- Act as a source of support, advice, and expertise for all staff.
- Keep up to date and liaise with external agencies including Bristol North Families in Focus Team, attending multi agency network meetings and DSL network meetings, and be confident as to what external support is available and how to access it.

### **1.2.5 Raising awareness**

The DSL keeps the following groups up to date on child protection and safeguarding:

- Staff through staff briefings and by email;
- Parents through the school website, the Parent Bulletin, a guidance booklet and talks;
- Along with the DDSLs, pupils through assemblies and presentations by visitors; and
- Members of Council through Council meetings.

### 1.2.6 Availability

During term time, the DSL is always available and contactable by mobile phone during school hours for staff to discuss any safeguarding concerns. In the absence of the DSL, the DDSLs have the same level of contactability.

For out of hours/out of term activities (including where third-party users are using the School facilities) a member of the SLT is available and contactable by mobile phone and will contact the DSL if required.

### 1.3 Role of Designated Members of Council for Child Protection and Safeguarding

The School has three Designated Members of Council for Child Protection and Safeguarding. The Designated Members of Council for Child Protection and Safeguarding will:

- Ensure that:
  - the School's practices, processes and policies, including online safety, are effective and are compliant with legislation, statutory guidance, and local safeguarding partnership arrangements; and
  - any deficiencies or weaknesses are remedied without delay.
- Ensure that systems and procedures are in place:
  - to manage safeguarding concerns or allegations against members of staff (including processes to manage low level concerns);
  - for pupils to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback; and
  - to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns.
- Ensure that the DSL has adequate time, funding, training, resources and support to carry out their role effectively.
- Ensure that all governors and members of staff receive appropriate safeguarding and child protection training (including online safety and online filtering and monitoring) at induction and thereafter on a regular basis (including annual update sessions). The training given to governors should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole setting approach to safeguarding.

- Ensure that pupils are taught about safeguarding in the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education](#) and [Early Years Foundation Stage \(EYFS\) statutory framework](#).
- Ensure that members of staff have appropriate checks carried out in line with statutory guidance KCSIE 2024 Part 3.
- Meet with the Child Protection and Safeguarding Team at least termly.
- Liaise with the Head of School and the DSL to ensure production of an annual report for the Council of Governors and complete the s.175 annual safeguarding audit for the Keeping Bristol Safe Partnership.
- Manage any allegations regarding the Head of School.

The DSL and the Council of Governors undertake a review of all child protection and safeguarding arrangements and procedures annually, including an update and review of the effectiveness of procedures and their implementation, including lessons learnt.

Duties are further outlined in KCSIE 2024 Part 2.

#### **1.4 Role of the Senior Leadership Team**

The Senior Leadership Team attend weekly Senior Leadership Team meetings at which safeguarding is a standing item on the agenda. They are therefore aware of safeguarding issues across the School (both on an individual level and on a cohort and School wide level), and are clear on their role and the role of the School 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 carry out their duties with safeguarding in mind.

#### **1.5 Role of all members of staff**

Every member of staff is required to:

- Be familiar with the Child Protection and Safeguarding Policies and know how to access them.
- Maintain an attitude of ‘it could happen here’ where safeguarding is concerned and understand that it is everyone’s responsibility to play a role in identifying concerns, sharing information and taking immediate action as part of a robust whole school approach to safeguarding.
- Build trusted relationships with children to facilitate communication.
- Always consider what is in the best interests of the child to protect them from abuse.
- Be aware:
  - of indicators of abuse and neglect, recognising the particular vulnerabilities of those with Special Educational Needs. Refer to [Appendix 1](#) and KCSIE 2024;
  - of children who may benefit from early help;

- that safeguarding issues can manifest themselves via child-on-child abuse;
- that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected. This should not prevent staff from having a professional curiosity and speaking to the DSL (or a DDSL) if they have concerns.
- Report any concerns to the DSL or a DDSL either initially or to the DSL following referral to First Response (Children’s Social Care).
- Be able to follow the referral process set out in KCSIE.
- Support other agencies and professionals in an early help assessment by Families in Focus.
- Keep an accurate record of any significant complaint, conversation or event using CPOMS.
- Not assume a colleague or other professional will act by sharing information that might be critical in keeping children safe.
- Always wear their identification lanyard when on the School site.

## 1.6 Role of and referrals to agency partners

Clifton High School is a “relevant agency” in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of pupils. This is in compliance with statutory guidance [Working Together to Safeguard Children 2023](#).

The occasions that warrant a statutory assessment under the Children Act 1989 are:

- if the pupil is in need under s.17 of the Children Act 1989; and
- if the pupil needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made as directed by the DSL (or DDSL) to Children’s Social Care in the local authority in which that child resides. Safeguarding contacts and other key agencies are listed in [Appendix 2](#).

Where the pupil already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Hope Virtual School. The School will co-operate with any statutory safeguarding assessments and meetings conducted by children’s social care.

Additional considerations:

- Where a child and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the School will contribute to the preparation, implementation and review of the plan as appropriate.



- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the School will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response.
- In the rare event that a child death occurs, or a child is seriously harmed, the School will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.

## **2. TRAINING**

### **2.1 All staff**

All new staff will be provided with induction training that includes:

- The School's Child Protection and Safeguarding policies and the Behaviour policies.
- The Staff Code of Conduct, the Staff Acceptable Use of ICT Agreement, the Online Filtering and Monitoring Policy and the Whistleblowing Policy.
- The role and identity of the DSL and DDSLs.
- The safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods or children missing education.
- A copy of Part one of KCSIE and Annex B.

All staff are also required to:

- Read and understand Part One and Annex B of KCSIE 2024. and confirm that they have done so. Members of the Senior Leadership Team are required to read KCSIE in full.
- Attend training in safeguarding and child protection at least annually, including training on online safety, harmful sexual behaviours and Prevent awareness.
- Read regular informal updates to provide them with relevant skills and knowledge to safeguard children effectively.

### **2.2 DSL and DDSLs**

The DSL must:

- Along with the DDSLs, undertake refresher training every two years, including local interagency working protocols and the Keeping Children Safe Partnership's approach to the Prevent Duty.
- Provide training for all staff in line with advice from Keeping Bristol Safe Partnership and any new legislation, and ensure that all staff have read and understood KCSIE Part One and Annex B.
- Carry out induction training for all new staff, including temporary staff and volunteers which covers all School Child Protection and Safeguarding related policies.
- Ensure that child protection and safeguarding topics in KCSIE Annex B (including online safety) and online filtering and monitoring training will be integrated, aligned, and considered as part of a whole school safeguarding approach.

### **2.3 Governors**



The Council of Governors will ensure that all new governors receive appropriate safeguarding and child protection training at induction including online safety. Governors should take part in further child protection and safeguarding training not less than once every two years. Governors are also expected to read KCSIE 2024 in full.

### **3. SAFER RECRUITMENT**

Clifton High School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School, whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

All appointments to the staff follow statutory guidance including the statutory guidance set out in KCSIE 2024 Part 3, and key senior staff involved in the recruitment process undergo Safer Recruitment in Education training.

The Single Central register is reviewed termly, by at least two of the following: the Head of School, Members of Council of Governors responsible for Safeguarding and the DSL.

All teaching and non-teaching staff at the School (including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches) are subject to the necessary statutory child protection checks before starting work. 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.

Full details of the school's safer recruitment procedures for checking the suitability of staff are in the *Recruitment, Selection, Disclosure and SCR Policy*.

### **4. CONFIDENTIALITY, INFORMATION SHARING AND DATA PROTECTION**

#### **4.1 Confidentiality**

The School's policy and procedures regarding confidentiality are set out in Appendix 4.

#### **4.2 Information sharing and data protection**

Information sharing in a safeguarding context means the appropriate and secure exchange of personal information between practitioners and other individuals with a responsibility for children, in order to keep them safe from harm. Sharing information to safeguard children includes preventing harm, promoting the welfare of a child and identifying risk in order to prevent harm.

**The golden rules for sharing information (including personal information)**

- Protecting a child from harm takes priority over protecting their privacy. The Data Protection Act 2018 and the UK General Data Protection Regulation helps information sharing.
- You do not need consent to share personal information about a child if they are at risk.
- Wherever it is practicable and safe to do so, engage with the child and their parents and explain who you intend to share information with, what information you will share and why.
- Seek advice (from the DSL or the Data Protection Lead) promptly if you are uncertain about whether you can share information.
- Only share information that is relevant and accurate.
- Record your reasons for sharing (or deciding not to share) information.

The guidance, [\*Information Sharing: Advice for Practitioners\*](#) supports staff who have to make decisions about sharing information.

The Council of Governors will ensure that staff at the School understand the relevant data protection principles which allow them to share (and withhold) personal information, including:

- Being confident of the processing conditions which allow them to share information for safeguarding purposes, including information which is sensitive and personal and should be treated as ‘special category personal data’.
- Understanding that ‘safeguarding of children risk’ is a processing condition that allows the sharing of special category personal data, including without consent where there is good reason to do so.
- Not sharing pupils’ personal data where it may put the child at further risk.

## **5. EARLY YEARS FOUNDATION SCHEME**

### **5.1 Electronic devices with imaging and sharing capabilities**

The School aims to provide an environment in the EYFS in which children are safe from images being recorded and used inappropriately, staff are not distracted from their work with children and all electronic devices with imaging and sharing capabilities are not used inappropriately.

In the EYFS, all staff must keep any personal imaging and sharing devices which they bring to the School in a designated secure cupboard/staff locker, and all visitors must ensure that any personal imaging and sharing devices are kept away from the children in a zipped/closed bag or pocket.

The School's policy on the use of electronic devices with imaging and sharing capabilities can be found in the *School's Taking, Storing and Using Photographs or Video - Staff Policy* and the *EYFS Policy*.

## **5.2 Duty to notify Ofsted**

### **Allegations**

The School will notify Ofsted as soon as reasonably practicable, but in any event within 14 days of any allegations of serious harm or abuse by any person living, working, or looking after EYFS children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The School will also notify Ofsted of any action taken.

### **Significant events affecting suitability**

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in the EYFS. This would include situations where a person working in the EYFS falls within one of the disqualification criteria and where a member of staff is living in a household with someone who is disqualified from working with children. Any significant event must be notified to Ofsted as soon as reasonably practicable, but in any event within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

## **6. ARRANGEMENTS FOR VISITING SPEAKERS**

The School's procedures for ensuring that any visiting speakers are suitable and appropriately supervised are set out in the School's *Visiting Speakers Policy*.

## **7. SAFEGUARDING IN THE CURRICULUM**

The School promotes pupil wellbeing by teaching pupils about safeguarding and how to keep themselves safe (including online safety) through assemblies, the PSHE and RSE curriculum and the ICT curriculum. The curriculum is shaped to respond to safeguarding incident patterns in the School identified by the DSL and Safeguarding Team. There are also opportunities for pupils and parents to inform the curriculum via parent forums and Pupil Council.

The School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the School's Behaviour policies and pastoral support system, as well as by a planned programme of evidence-based RSHE lessons and reinforced throughout the whole curriculum.

## **8. WHISTLEBLOWING**

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the



School's *Whistleblowing Policy* which can be found in the School Policies area on SharePoint. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

## C: SAFEGUARDING AND CHILD PROTECTION CONCERNS

### 1. RECOGNISING SAFEGUARDING CONCERNS

Early recognition of safeguarding concerns is essential. The signs of abuse are not always obvious, and a pupil may not tell anyone what is happening to them. Sometimes pupils do not realise that what is happening to them is abuse. Pupils mature and develop at different rates and this should be considered, particularly for pupils who are in a year group not in line with their biological age.

All staff should be aware of the indicators of abuse and neglect and the different forms of abuse and neglect. More information is set out in [Appendix 1](#).

Children can be at risk of harm at School, at home, outside of the home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect, so that staff are able to identify cases of children who may be in need of help or protection.

There may be contextual factors relating to the family background which may add to the School's concern, for example:

- Poor relationships between parent and the pupil.
- Stress within the family.
- Unrealistic parental expectations of the pupil.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another. Child abuse may fall into one or more of the following categories, physical abuse, emotional abuse, sexual abuse and neglect. In reality, there is much overlap between these.

### 2. CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside Clifton High School and can occur between children outside School. All staff, but especially the DSL and DDSs, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

### 3. EARLY HELP

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending;
- Is experiencing, or is at risk of experiencing family ostracism
- Is at risk of so called 'honour'-based abuse such as FGM or Forced Marriage;
- Is a privately fostered child;
- Is persistently absent from education, including persistent absences for part of the school day.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the EYFS through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

### 4. MENTAL HEALTH AND WELLBEING

Clifton High School recognises that it has an important role to play in supporting the mental health and wellbeing of its pupils. 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. If staff have a mental health concern that is also a safeguarding concern the member of staff should follow this policy and speak to the DSL. Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

More information can be found in the DfE [Mental Health and Behaviour in Schools](#) guidance, where there is a range of resources to support teachers to promote positive health, wellbeing, and resilience among young people. The School aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our pupils.

*Refer to the Mental Health policy.*

## 5. PUPIL DISCLOSURE

Pupils can share any concerns they have about a safeguarding issue they are experiencing or a concern about another child either by speaking directly with a member of staff or through the Incident Disclosure Form, and their concern will be treated seriously. Additionally, pupils can express their views and give feedback through the Pupil Council. All concerns and disclosures are recorded by staff on CPOMS.

Where a pupil feels able to disclose abuse to a member of staff it is generally a sign of a strong and trusting relationship. Care will be needed to offer reassurance to the pupil and at the same time to explain the need to involve other adults.

If a pupil wants to make a disclosure to a member of staff, the member of staff should:

- Talk with the pupil in a quiet area where there are not likely to be any interruptions.
- Stay calm and adopt a supportive and listening approach.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you and that the concern will be taken seriously and that the child will be supported.
- Use 'Tell Me, Explain to me, Describe to me' (TED) questioning: encourage the child to talk but do not ask "leading questions" or press for information.
- Do not make any comments about the alleged perpetrator.
- Be aware that it is a difficult subject for a pupil to discuss and in addition, they may be afraid of the implications of "telling" or may even be under threats of reprisals.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people to do this. State who this will be and why.
- Check that you have understood correctly what the child is trying to tell you.
- Be aware that the child may retract what they have told you.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.



It is not the member of staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Where a disclosure relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or a DDSL).

The 5 'R's are helpful in understanding what professional's duties are in relation to responding to an incident: **Recognise - Respond - Reassure - Refer - Record.**

## **6. PROCEDURE FOR RESPONDING TO CONCERNS**

### **6.1 Procedure to follow**

If a member of staff has a concern about a child and:

- The child is at immediate risk, they should follow the procedure in section 6.2 below.
- The child is not at immediate risk, they should follow the procedure in section 6.3 below.
- The concern involves a member of staff, they should follow the procedure set out in Part D below.

### **6.2 Reporting concerns where the child is at immediate risk**

If staff believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk.

Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

### **6.3 Reporting concerns where the child is not at immediate risk**

If staff have any concerns about a child (other than where the child is at risk, in which case the procedure in section 3.2 above should be followed), they should, where possible, speak with the School's DSL to agree a course of action and should follow the procedure set out in [Appendix 3](#).

Staff can make a direct referral to children's social care but must inform the DSL as soon as possible that a referral has been made.

Staff should not assume that somebody else will take action and share information that might be critical to keeping the child safe.

#### **6.4 Recording and sharing information**

All concerns, discussions, and decisions (together with reasons) should be recorded in writing on CPOMS. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome.

The information is kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in KCSIE 2024 Part One and Part Two.

#### **6.5 Action to be taken following a report of a concern**

The DSL is responsible for co-ordinating action within the School and their action will take into account the South West Child Protection procedures [www.online-procedures.co.uk/swcpp](http://www.online-procedures.co.uk/swcpp), and guidelines given by the Safeguarding in Education Team from Bristol City Council, as well as those set out in KCSIE 2024.

The action taken depends on the level of concern about a pupil:

##### **6.5.1 Action taken where the pupil is at immediate risk**

If a pupil is at immediate risk of harm:

- The member must notify the DSL or DDSLs and the Police must be contacted on 999.
- The DSL must make a referral to First Response immediately. If someone other than the DSL makes a referral, that person must inform the DSL as soon as possible. The First Response team make the final decision if this risk meets the threshold of abuse.
- The Head of School must inform a Designated Member of Council for Child Protection and Safeguarding that a referral has been made.
- Information relating to the concern must be recorded on CPOMS.

The level of support provided by external agencies to a child at risk will depend on their need and their specific circumstances.

If a member of staff has a concern that a girl under the age of 18 is at risk of or has been subjected to an act of Female Genital Mutilation (FGM), they should follow the procedure set out in Appendix 1, section 2.4.1.

### 6.5.2 Action taken where the pupil is not at immediate risk

If a concern is raised about a pupil who is not at immediate risk of harm:

- The DSL will contact the Families in Focus Team to discuss the case and seek advice without initially naming the pupil or the family.
- The DSL will assess the situation and decide whether a referral should be made to First Response for additional services (via the [First Response Online Referral](#)). If someone other than the DSL makes a referral, that person must inform the DSL as soon as possible.

Most safeguarding concerns can be dealt with by the DSL or DDSLs by taking appropriate action within the School. This could be referring the pupil to the Medical Centre or School Counsellor or linking to other agencies.

An anonymous report will be acted upon in the same manner, as any other report but this fact will be kept in mind when considering the context of the abuse or specific safeguarding issue.

## 7. PUPILS AND PARENTS

The School operates its processes with the best interests of the pupils at its heart. It ensures that pupils are able to report abuse by having in place effective reporting systems that are well promoted, easily understood and easily accessible for children, and by also ensuring that pupils know that their concerns will be treated seriously, and that they can safely express their views and give feedback.

Where there is a safeguarding concern, the School will (to the extent permissible under the law and the procedures set out in this policy) ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence.

Decisions to seek support for a child in need, or about whom there are concerns of radicalisation will normally be taken in consultation with the parent and pupil, however when there are reasonable grounds to believe that the pupil is at risk of significant harm then consent to make a referral is not required.

## 8. SAFEGUARDING RECORDS



All details of discussions held, and decisions made, along with the reasons for those decisions, must be recorded on CPOMS. It is important to record in detail all available information since legal proceedings may arise from the investigation that follows a referral.

Clifton High School will need to make available to Children's Social Care, records made on CPOMS completed by the relevant staff giving a factual account of incident, or disclosure.

## D: CONCERNS AND ALLEGATIONS ABOUT STAFF

In this section references to:

- “Allegations” means child protection and safeguarding allegations and concerns.
- “Staff” means all employees, workers, supply staff, governors, volunteers and visitors engaged by the School and includes paid and unpaid staff.

### 1. APPROACH

When dealing with an allegation about a member of staff, the School will apply common sense and judgment, deal with allegations quickly, fairly and consistently and will provide appropriate support to the person subject to the allegation.

Clifton High School aims to strike a balance between the need to protect the pupil from abuse and the need to protect staff from false or unfounded allegations.

### 2. PREVENTION

Staff must ensure that their behaviour and actions do not place the pupils or themselves at risk of harm or of allegations of harm. For further guidance refer to [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#).

Staff should recognise that they can put themselves in an extremely vulnerable position when giving one to one tuition, sports coaching and when engaging in electronic communication with a pupil on a one-to-one basis. If these situations present themselves staff should make sure that another colleague is aware of this one-to-one situation or are near where this is taking place. Staff should refer to the School’s *Staff Professional Code of Conduct*. Additionally, all staff should read and apply the procedures as specified in the *Positive Handling and Reasonable Force Policy*.

### 3. NON-RECENT ALLEGATIONS

If an adult makes an allegation to the School, they should be advised to report it to

Non-recent allegations made by a child will be reported to the LADO. The LADO will coordinate with children social care and the Police.

#### 4. REPORTING CRITERIA - HARM THRESHOLD

If there is a concern or allegation about a member of staff, that concern or allegation must be reported immediately to the Head of School. The Head of School will then determine whether or not the concern or allegation meets the “harm threshold” for reporting.

The School’s procedures for managing allegations against members of staff who are currently working in the School follows DfE statutory guidance and Keeping Bristol Safe Partnership procedures. If a member of staff has (or is alleged to have):

- Behaved in a way that has harmed a child, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school,

their conduct will have met the harm threshold, and the allegation will be dealt with in accordance with this Part of the policy.

If their conduct does not meet the harm threshold, it will be dealt with as a low-level concern in accordance with Part E of this policy the *Low-Level Concerns Policy*.

#### 5. PROCEDURE

##### 5.1 Reporting and basic enquiry

If a member of staff has a concern about another member of staff, they should immediately report the concern to the “case manager” who is the Head of School. If an allegation is reported to the DSL, the DSL will notify the Head of School.

If the Head of School is absent or is the subject of the allegation, a report should be made to the Chair of Governors who will act as the “case manager”. If the Head of School is the subject of the allegation, the Head of School must not be informed of the allegation prior to the Chair of Governors and the LADO being notified.

If an allegation is made against a member of staff, before contacting the LADO, the School will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The School should not however undertake their own investigation of the allegation/s without prior consultation with the LADO or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In



borderline cases, the School may discuss the concern informally with the LADO on a no-names basis.

Refer to [LADO - Concerns about Professionals](#).

## 5.2 Contacting the LADO

Each local authority has a LADO. Where the person against whom the allegation has been made lives determines which LADO is contacted.

**Bristol** - Nicola Laird - 0117 9037795 - [childprotection@bristol.gov.uk](mailto:childprotection@bristol.gov.uk)  
**Bath and North East Somerset** - Mel Argles - 01225 396810  
[Melanie\\_Argles@BATHNES.GOV.UK](mailto:Melanie_Argles@BATHNES.GOV.UK)  
**North Somerset** - Julie Bishop - 01275 888211 - [Julie.bishop-hss@n-somerset.gov.uk](mailto:Julie.bishop-hss@n-somerset.gov.uk)  
**South Gloucestershire** - Tina Wilson - 01454 868508 - [lado@southglos.gov.uk](mailto:lado@southglos.gov.uk)  
**Monmouthshire** - Heather Heaney 01633 644392 - [heatherheaney@monmouthshire.gov.uk](mailto:heatherheaney@monmouthshire.gov.uk)  
**Newport** - Nicola Davies - 01633 235664 - [Nic.Davies@newport.gov.uk](mailto:Nic.Davies@newport.gov.uk)

The case manager should notify the LADO within one working day of an allegation coming to their attention and meeting the harm threshold, or within one working day of an allegation being reported to the police and/or children's social care. The case manager and the LADO will consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed.

If the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the case manager should contact children's social care and as appropriate the police immediately.

The DSL (or DDSL) is responsible for ensuring the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of KCSIE 2024.

## 5.3 Strategy discussion and risk assessment

If it is suspected that a child is suffering or is likely to suffer significant harm, a strategy discussion involving the police and/or local authority children's social care will be convened in accordance with the statutory guidance [Working Together to Safeguard Children 2023](#).

Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the DSL (or DDSL) and make a risk assessment of the situation. It may be necessary for the DSL to make a referral to local authority children's social care.

## **5.4 Arrangements for the member of staff who is the subject of the allegation**

### **5.4.1 Communicating with the member of staff and support**

The case manager (with guidance from the LADO, and if appropriate, the police and/or children's social care) will determine the timing for notifying the member of staff, but subject to any objection, will ensure that the individual is informed as soon as possible and given an explanation of the likely course or action.

The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual. If the person is suspended, the School will also keep the individual informed about developments at School on a weekly basis as a minimum. If the person is a member of a union or professional association, they will be advised to contact that body at the outset.

### **5.4.2 Suspension and other arrangements**

The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether alternative arrangements should be put in place until the allegation is resolved. Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or the case is so serious that it might be grounds for dismissal.

The following alternative arrangements should be considered before suspending a member of staff:

- Redeployment within the School so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children.
- Redeploying to alternative work in the School so the individual does not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment and parents have been consulted.

If a decision is made to suspend the individual, the case manager will confirm the decision to the individual within one working day of making it, and will provide contact details for their point of contact at the School. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

### **5.4.3 Duty of care and confidentiality**



The School has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and potentially their family.

The School will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

### **5.5 Communicating with parents and supporting the pupil**

The case manager will ensure that parents are informed as soon as possible of an allegation involving their child and kept informed about progress of the case, subject to any advice from children's social care or the police. Although deliberations of a disciplinary hearing and the information considered in reaching a decision cannot normally be disclosed, parents should be notified of the outcome.

Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.

In cases where a pupil may have suffered significant harm, or there may be a criminal prosecution, Children's Social Care, or the police (as appropriate), should consider what support the pupil involved may need.

### **5.6 Investigation and reviews**

Where further enquiries are required to enable a decision to be made about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should usually be undertaken by a member of the Senior Leadership Team. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.

The fact that a person tenders their resignation, or ceases to provide their services, must not prevent an allegation being investigated in accordance with these procedures.

The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process.

Reviews are conducted at fortnightly intervals, depending on the complexity of the case. The first review will take place no later than two weeks after the initial assessment and subsequent review dates will be set at the review meeting.

## **5.7 Outcome of investigation**

The outcome of the investigation will record whether the allegation is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).

## **5.8 Resignations**

The School should not cease their investigations if a person leaves, resigns or ceases to provide their services. Wherever possible the member of staff about whom an allegation has been made should be given a full opportunity to answer the allegation and make representations about it. However, if the person refuses to cooperate, the process of recording the allegation and any supporting evidence, and reaching a judgement should continue. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

## **5.9 Steps following outcome of investigation**

### **5.9.1 Referral to the Disclosure and Barring Service and/or Teaching Regulation Agency**

The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service and/or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services.

The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in a regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate.

### **5.9.2 Charity Commission**

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

## **5.10 Cases where this is no further action**

Where initial discussions lead to no further action, the case manager and the designated officer should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

### **5.11 Review**

On conclusion of the case (regardless of the outcome), the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements should be made to the School's safeguarding procedures to help prevent similar events in the future.

Where an allegation is substantiated, the review should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, where the allegation was concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

### **5.12 Involvement of parents, support for pupil and support for member of staff**

Parents of a pupil involved should be told about the allegation as soon as possible, if they do not already know of it. They should be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution.

The deliberations of a disciplinary hearing, and the information considered in reaching a decision, cannot normally be disclosed, but the parents of the pupils should be told the outcome.

In cases where a pupil may have suffered significant harm, or there may be a criminal prosecution, Children's Social Care, or the police (as appropriate), should consider what support the pupil involved may need.

The School will also keep the person who is the subject of the allegations informed of the progress of the case and consider what other support is appropriate for the individual. If the person is suspended, the School will also keep the individual informed about developments at School on a weekly basis as a minimum. If the person is a member of a union or professional association, they will be advised to contact that body at the outset.

## **6. RECORDS AND REFERENCES**

Details of allegations that are found to have been malicious or false should be removed from the member of staff's personnel file unless the individual gives consent for retention of the information, but all other allegations should be recorded and retained on the individual's personnel file in accordance with KCSIE 2024.

The information to be kept on file should include a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken, decisions reached and the outcomes, and a declaration on whether the information will be referred to in any future reference.

Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse. All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

Allegations proven to be false, malicious, unsubstantiated or unfounded will not be included in employer references.

## **7. MALICIOUS OR FALSE ALLEGATIONS**

If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the person who has made the allegation is in need of support, and in the case of a child, whether the allegation is an indicator of abuse by someone else. The Head of School will also consider whether any disciplinary action is appropriate against the person who made the allegation in accordance with the School's Behaviour Policy/the Staff Disciplinary Procedure.

## **8. ARRANGEMENTS FOR DEALING WITH SAFEGUARDING ALLEGATIONS ABOUT SUPPLY TEACHERS AND CONTRACTORS**



The School's procedures for managing allegations against staff also apply to staff not directly employed by the School, for example supply teachers provided by an employment agency or business ('the agency').

In addition to the procedures set out above, the following will apply to allegations involving supply teachers and contractors:

- When using an agency, the School should inform the agency of its process for managing allegations, but also take account of the agency's own policies and their duty to refer to the DBS as personnel suppliers.
- The School will usually take the lead in handling and investigating an allegation, but the agency should be fully involved in the process and will be expected to co-operate with the LADO, police and/or children's social care.
- The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support.
- The allegations management meeting with the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.
- Where the agency dismisses or ceases to use the services of a member of staff because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

## E: LOW LEVEL CONCERNS

In this section “staff” means all employees, workers, supply staff, contractors governors, volunteers and visitors engaged by the School and includes paid and unpaid staff.

This section sets out the procedure for dealing with low level concerns or allegations that do not meet the “harm threshold” set out in section D.

### 1. WHAT IS A LOW-LEVEL CONCERN?

A low-level concern is any concern that a member of staff may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the “harm threshold” set out in Part D or is otherwise not considered serious enough to consider a referral to the LADO.

A ‘low-level’ concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a ‘nagging doubt’. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless to behaviour that is ultimately intended to enable abuse (e.g. grooming-type behaviours).

### 2. THE SCHOOL’S APPROACH

The School takes all concerns about safeguarding seriously and recognises that addressing low-level concerns is important to create and embed a culture of openness, trust and transparency in which the School’s values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff.

The School’s *Staff Professional Code of Conduct* aims to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegation of harm. All staff are expected to comply with the standards contained within this *Staff Professional Code of Conduct* at all times.

### 3. PROCEDURE

#### 3.1 Reporting and self-referral

If a member of staff has a concern that meets the low-level concern definition in section 1 above, they should report it to the Head of School as soon as reasonably practicable, and in any event, within 24 hours of becoming aware of it (where the concern relates to a particular incident).

If the Head of School is not available, it should be reported to the DSL. If the low-level concern is about the Head of School, it should be referred to the Chair of Council of Governors.

Staff should self-refer to the Head of School (or the Chair of Governors in the case of the Head of School) if they have found themselves in a situation which may be misinterpreted, might appear compromising, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard.

The School will deal with the concern appropriately, sensitively, and proportionately and in a timely manner.

### **3.2 Recording low-level concerns**

All low-level concerns will be recorded in writing. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible.

The records will be kept confidential and held securely, and will be held in compliance with the *Data Protection Act 2018* and the *UK GDPR* at all times.

### **3.3 Low Level Concerns Policy**

The School's low-level concerns procedures are set out in more detail in the *Low-Level Concerns Policy*.

## F: CONCERNS/ALLEGATIONS AGAINST A PUPIL: CHILD ON CHILD ABUSE

### 1. WHAT IS CHILD ON CHILD ABUSE?

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider associations with other children.

Child-on-child abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse (sometimes known as 'teenage relationship abuse'), domestic abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including gender-based violence. Refer to Appendix 1 Figure 1. Examples of online child-on-child abuse include sexting, online abuse, child-on-child grooming, the distribution of youth involved sexualised content, and harassment.

### 2. APPROACH

All staff should recognise that children can abuse other children and that it can happen both inside and outside of school and online. It is important that child-on-child abuse should be considered as a safeguarding issue.

At Clifton High School:

- We have a 'zero tolerance' approach to abuse and incidents are taken seriously. These will never be tolerated or passed off as 'banter' or 'part of growing up'.
- The School actively takes steps to educate members of the School community and acts to reduce the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- Banter and teasing can and should be acknowledged and recognised as potentially bullying behaviour which may require proportionate intervention.
- It is recognised that pupils with a protected characteristic may be more likely to be targeted.

### 3. REPORTING CHILD-ON-CHILD ABUSE

If a pupil speaks to a member of staff about child-on-child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. The member of staff should not ask leading questions and only prompt the child where necessary with open questions - where, when, what, etc. The member of staff should be clear about how the report will be progressed and should not promise confidentiality as it is very likely that information will need to be shared with others.



If a member of staff thinks that a child may be at risk of or experiencing abuse by other children, or that a child may be at risk of abusing or may be abusing other children, they should discuss their concern with the DSL without delay so that a course of action can be agreed. The member of staff and the DSL should then follow the *Child-on-Child Abuse Policy* and Part C and Appendix 3 of this policy.

If a pupil is in immediate danger, or at risk of significant harm, a referral to children's social care (if the pupil is aged under 18) and/or the police should be made immediately. If in doubt as to whether to make a report to the Police, staff should follow the [NPCC When to Call the Police guidance](#). Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

Members of staff should record the report as an incident on CPOMs selecting Child Protection.

Refer **to the** *Child-on-Child Abuse Policy*.

## G. CONCERNS AND ALLEGATIONS RELATING TO THIRD PARTY USERS

### 1. PRE-HIRE ASSURANCES

The School will seek assurance from external organisations before they hire the School premises that they:

- Will fully comply with the DfE guidance *After school clubs, community activities, and tuition (safeguarding guidance for providers) (September 2023)*.
- Have appropriate safeguarding and child protection policies and procedures in place.
- Will liaise with the School on child protection and safeguarding matters where appropriate.

This applies whether or not the children who attend any of the services or activities are children on the School roll.

### 2. ALLEGATIONS AND CONCERNS

If an allegation or concern is raised relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example service providers that run extra-curricular activities), the School will follow the procedures set out in this policy and will comply with its duties to inform the LADO (if appropriate).

The School's External Hire Agreement requires the third party to notify the School's DSL by email within 24 hours of a safeguarding allegation or concern being raised, or as soon as reasonably practicable. The external hirer must liaise with the School on safeguarding matters throughout the hire period and must also notify the LADO if required.

During out of hours/out of term activities (including where third-party users are using the School facilities) a member of the SLT is available and contactable by mobile phone and will contact the DSL if required.

## APPENDIX 1 – TYPES AND SPECIFIC FORMS OF ABUSE

### 1. TYPES OF ABUSE AND NEGLECT

All School staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL or DDSLs.

All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the School, inside and outside of the home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All staff, but especially the DSL and DDSLs, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks face to face but also online. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, which can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially in chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

**In all cases, if staff are unsure, they should always speak to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads.**

For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

- Cognitive understanding i.e. being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in School, and the consequences of doing that.

To address these additional challenges, the School assesses the need for extra pastoral support for pupils with SEND.

**Neglect** is 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 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. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Physical abuse** is 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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:

- Telling a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 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.
- Seeing or hearing the ill-treatment of another.
- 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.

**Sexual abuse** involves forcing or enticing a child to take part in sexual acts, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The acts may involve physical contact, including assault by penetration 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. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as child-on-child abuse). Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

**Sexual harassment:** is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes; or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting - see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

**Sexual violence:** refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, and/or causing someone to engage in sexual activity without consent. Consent can be withdrawn at any time during sexual activity and each time activity occurs. A child under the age of 13 can never consent to any sexual activity. The age of consent is 16, and sexual intercourse without consent is rape.

**Harmful sexual behaviour:** problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between the two. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

## 2. SPECIFIC FORMS OF ABUSE AND SAFEGUARDING ISSUES

Annex B of KCSIE and [KBSP Guidance](#) provide additional information about specific forms of abuse and safeguarding issues as well as [KBSP Guidance](#). These are:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child criminal exploitation (CCE) and Child sexual exploitation (CSE)
- County Lines
- Modern Slavery and the national referral mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called ‘honour’ based abuse (including FGM and Forced marriage)
- Female genital mutilation (FGM)
- Forced marriage
- Preventing radicalisation
- The Prevent Duty
- Channel
- Child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Serious Violence
- Up-skirting Act (Voyeurism (Offences) Act 2019)
- The response to a report of sexual violence or sexual harassment between children.

### 2.1 Child absent from education and children missing education

Children who are “absent from education” means children on the roll who are missing education as they are not attending regularly. Children who are “missing from education” are children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at school, for example, at home, privately or in alternative provision.

Children who are absent from education particularly on repeat occasions and/or for prolonged periods can act as a vital warning sign to a range of safeguarding issues, including neglect and child sexual and/or criminal exploitation, particularly county lines. It is important that the School's response to persistently absent pupils supports identifying such abuse and helps prevent the risk of them becoming a child missing education in the future.

The School's procedures for unauthorised absence and for dealing with children who are absent, repeatedly and/or for prolonged periods are set out in the *Attendance Policy*. Absences



should be reported to the DSL who will review the case and action should be taken in accordance with this policy if any absence of a pupil gives rise to a concern about their welfare.

The School will report to the Local Authority a pupil 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. A referral must be made to the Local Authority when a pupil is no longer at the School and has not started at a new school.

When working with local authority children's services where school absence indicates safeguarding concerns the School will have regard to the non-statutory DfE guidance '*Working together to improve school attendance*'. The School will also follow the guidance detailed in Children Missing Education (2016) and [Bristol City Council Education Welfare Service - Children Missing Education](#).

#### **Contact**

Email: [childrenmissingeducation@bristol.gov.uk](mailto:childrenmissingeducation@bristol.gov.uk)

Telephone: 0117 3521438

Referral form: <https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme>

#### **Elective Home Education**

The School will notify the Local Authority of every pupil where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

#### **2.2 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

The School will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The pupil and their family will be part of any planning and interventions.

If the pupil is at risk of CSE or CCE, the School will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to CSE and CCE.

If the pupil is at risk of CCE information should be shared with Bristol's Violence Reduction Unit - Safer Options. The Safer Options Education Inclusion Managers can advise and support the School to manage risk. Targeted support maybe available to disrupt pupils from getting involved with criminality.

Avon and Somerset Police share ‘Missing persons’ notifications (when a pupil is reported missing from home) with the School with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the pupil’s CPOMS file.

### 2.3 Domestic Abuse

Operation Encompass is a partnership between the police and schools. As part of the Operation, the School will be notified of all domestic abuse incidents involving a pupil at the School. This will enable the School to take proactive action and to make reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, the School **is not permitted** to share this information without the consent of Avon and Somerset Police in case it puts the victim and pupil at further risk of harm. The only exception to this when information is shared with the School as part of statutory duties in relation to the transfer of a safeguarding file.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse), all of which can have a detrimental and long-term impact on their health, well-being, development, and their ability to learn.

### 2.4 Female Genital Mutilation (FGM)

#### 2.4.1 Mandatory reporting duty

If staff are concerned that a child may be at risk of FGM they should speak to the DSL who will (where appropriate) activate local safeguarding procedures, using national and local protocols for multi-agency liaison with police and Children’s Social Care.

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police when they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; and/or
- observe physical signs which appear to show that an act of FGM has been carried out on a pupil.

Unless the member of staff has a good reason not to, they should also discuss any such case with DSL and involve children’s social care as appropriate.



## 2.4.2 Travel

Girls going on holiday to a risk affected country is a cause for concern, but this risk must be balanced with preventing discriminatory action against families from risk affected communities. The procedures below will be followed:

- Families are encouraged to notify the School when they are looking to travel during term time, which will prompt a conversation with the DSL, which will, if appropriate, include a discussion about FGM.
- Clifton High School will complete an [FGM Referral Risk assessment](#) (available on the [Keeping Bristol Safe Partnership website](#)) with the family to identify any support that the family may require in relation to FGM.
- Proportionate action is taken. Referrals to social care should NOT be automatically made - however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment.
- These assessments should be saved onto the pupil's safeguarding file.

## 2.5 Sexual violence and sexual harassment between children

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## 2.6 Serious Youth Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include being male, 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 and/or unexplained gifts or new possessions and having previously experienced maltreatment.

Violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the [Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance](#). [The Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

## **2.7 Preventing Radicalisation - The Prevent duty**

All members of staff understand their statutory duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015) to have “*due regard to the need to prevent people from being drawn into terrorism*” and the School follows The [Prevent duty guidance: for England and Wales](#).

### **What staff should do if a child is seen as at risk of radicalisation?**

If Staff have concerns about a child who may be susceptible to extremist ideology and radicalisation, they should discuss those concerns with the DSL and add a note to CPOMS. The DSL will then decide whether the School should make a referral. The School can make a referral to children's social care, submit a [Prevent Referral Form](#), contact Bristol First Response or phone 999 depending on the level of risk.

The School, in recognition that pupils may be susceptible to being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments of the potential risk in the local area. Such risk assessments are discussed with the Head, the DSL and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

*Refer to Child Protection and Safeguarding - Anti-Radicalisation Policy.*

## **3. OTHER SPECIFIC SAFEGUARDING ISSUES**

### **3.1 Eating Disorders, Self-Harm, Depression, Psychiatric Concerns**

A pupil may admit to an eating disorder, harming themselves, patterns of feelings and behaviours which suggest depression or psychiatric concerns. Members of staff should not collude with the pupil in allowing self-destructive behaviour to continue unheeded once it has been disclosed or admitted. Pupils should be encouraged to talk to their parents and to seek the appropriate help from health professionals. Members of staff, including the School Counsellors and School Nurses, are expected to forward relevant information to the DSL or DDSLs.

If the pupil is below Sixth Form age and is unable to talk with their parents then in consultation with the pupil, the School will make contact on their behalf. The decision about the best person to contact parents will be made in discussion between the person to whom the disclosure has been made and the DSL or DDSLs. This could be the DSL, DDSLs, relevant Head of Year, or the Head of School.

### **3.2 Sexual matters**

Any disclosures of a sexual nature made by a pupil should be treated as highly confidential and should not under any circumstances become the matter of general discussion amongst staff.

#### **3.2.1 Pupils under the age of 14**

A pupil under 14 is not legally capable of consenting to sexual activity and any sexual activity with a child under the age of 14 is an offence and will be taken to indicate a risk of significant harm to the pupil.

If a pupil under the age of 14 discloses that they are engaged in a sexual relationship, there will be immediate concerns about the possibility of child abuse and the procedures set out in Part C of this policy should be followed and an urgent social care referral should be made. The council to which the referral is made will decide whether to contact the police.

#### **3.2.2 Pupils aged 14 and 15**

Sexual activity with a child under 16 is an offence. The consequences however will depend on the age of both parties and whether it is consensual/coercion is involved.

If a member of staff is told that a pupil over the age of 14 but under the age of 16 is having or intends to have a sexual relationship, they should inform the DSL and encourage the pupil to talk with their parents and should consider whether there are child protection concerns.

Pupils in this category should be assessed against the indicators of abuse. Within this age range, the younger the pupil, the stronger the presumption that the sexual activity is a matter of concern. Where there is concern that the pupil is suffering or may be at risk of suffering significant harm, an urgent social care referral should be made. The council to which the referral is made will decide whether to contact the police.

All cases should be carefully documented including where a decision has been made not to share information.

A pupil over the age of 14 who is considered intellectually competent is entitled to have disclosures of sexual activities kept confidential as long as there are no concerns about potential

child abuse. They are also entitled to confidential contraceptive treatment from a health care professional.

### **3.2.3 Pupils aged 16 and 17**

If a pupil over the age of 16 confides that they are engaged in a sexual relationship, the member of staff should ensure that the pupil has the necessary information about contraception and where to access contraception services. If the member of staff has any concerns about the pupil, they should discuss them with the DSL, DDSL, Head of Year or Form Tutor, or with the School Nurse.

Sexual activity involving a 16 or 17-year-old, though unlikely to involve an offence, may still involve harm or the risk of harm. Staff should still bear in mind the considerations and processes outlined in this policy in assessing the risk and should share information as appropriate.

It is an offence for a person to have a sexual relationship with a 16 or 17-year-old if they hold a position of trust or authority in relation to them.

### **3.2.4 Pupils aged 18 and over**

Staff should always maintain professional boundaries with pupils aged 18 and over. Sexual relationships with a pupil over the age of 18 is prohibited under the Staff Professional Code of Conduct. Even after a pupil has left school, staff should be mindful of these boundaries with respect to their own welfare and reputation within the School community.

## **3.3 Pregnancy**

The following policy applies if a pupil becomes pregnant:

- If the pupil is under 14, the DSL or Head of School will be responsible for talking to the parents.
- If the pupil is 14, 15 or 16, and is considered intellectually competent, the DSL or a DDSL will urge them to talk to their parents, or offer to do so for them. If the pupil refuses this offer and refuses to tell the parents, the Head of School will alert the parents that there are real concerns, while protecting the pupil's confidentiality, and continue the efforts to persuade them to talk to their parents.
- If the pupil is 17 or over, they are entitled to have the confidences respected, but the DSL or DDSL will do all that is possible to encourage them to involve their parents in seeking appropriate medical support and advice.

Boys are also supported in the same way as above should they have concerns about their involvement in a possible pregnancy.



While the School will always wish to remain supportive and compassionate, it is not the School's responsibility to seek the necessary medical advice or make decisions on behalf of the family in such a situation.

### **3.4 Online Safety**

Annex B of Keeping Children Safe in Education highlights additional actions schools should take to keep pupils safe online.

For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline** , T: 0344 381 4772, E: [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

Where there have been established cases of online abuse or grooming, Clifton High School will alert - **Child Exploitation and Online Protection command (CEOPS)**  
<https://www.ceop.police.uk/ceop-reporting/>

*Refer to the Online Safety Policy and Acceptable Use of ICT Policy.*

## Appendix 2 – External Safeguarding Contacts

All key single agency policies relevant for education Clifton High Schools are found on the following webpage: <https://www.bristolsafeguardingineducation.org/guidance/>

Other multi-agency guidance and policies from the Local Safeguarding Partnerships:

- For Bristol - <https://bristolsafeguarding.org/policies-and-guidance/>
- For South Gloucestershire - <http://sites.southglos.gov.uk/safeguarding/library/?b=c>
- For Somerset - <https://sscb.safeguardingsomerset.org.uk/>

### Multi-Agency Contacts for Safeguarding in Education

<u>Safeguarding in Education Team</u>		
T: 0117 9222710 E: <a href="mailto:Safeguardingineducationteam@bristol.gov.uk">Safeguardingineducationteam@bristol.gov.uk</a> <a href="https://www.bristolsafeguardingineducation.org">https://www.bristolsafeguardingineducation.org</a>		
<b>South Advisor</b> Elisabeth Clark  <a href="mailto:Elisabeth.clark@bristol.gov.uk">Elisabeth.clark@bristol.gov.uk</a>  07824503572	<b>East Central Advisor</b> Jess Curtis <a href="mailto:jessica.curtis@bristol.gov.uk">jessica.curtis@bristol.gov.uk</a> 07788363338	<b>North Advisor</b> Sarah Wooding <a href="mailto:sarah.wooding@bristol.gov.uk">sarah.wooding@bristol.gov.uk</a> 07785475173
Child sexual exploitation & child criminal exploitation	<b>Operation Topaz (Avon and Somerset Police)</b> <a href="https://www.avonandsomerset.police.uk/forms/vul">https://www.avonandsomerset.police.uk/forms/vul</a>	
Safer Options Team - Education inclusion managers		
South <a href="mailto:Ingrid.Hooper@bristol.gov.uk">Ingrid.Hooper@bristol.gov.uk</a>	East Central <a href="mailto:Calum.Paton@bristol.gov.uk">Calum.Paton@bristol.gov.uk</a>	North <a href="mailto:Ross.Moody@bristol.gov.uk">Ross.Moody@bristol.gov.uk</a>
Child Missing from Education	<b>Bristol City Council – Education Welfare</b> <a href="https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme">https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme</a>	
Children affected by Forced Marriage	<b>Forced Marriage Unit</b> T: (0) 20 7008 0151 E: <a href="mailto:fm@fco.gov.uk">fm@fco.gov.uk</a>	
Online Safety Advice	<b>Professional Online Safeguarding Helpline</b>	

	T: 0344 381 4772 E: helpline@saferinternet.org.uk	
Reporting online sexual abuse and grooming	<b>Child Exploitation and Online Protection command</b> <a href="https://www.ceop.police.uk/ceop-reporting/">https://www.ceop.police.uk/ceop-reporting/</a>	
FGM advice	<b>NSPCC FGM Helpline</b> T: 0800 028 3550 E: fgmhelp@nspcc.org.uk	
	Call the police on 999 if the child is in immediate danger otherwise call 101  Avon and Somerset Police Female Genital Mutilation Lead  DCI Leanne Pook  <a href="mailto:Leanne.pook@avonandsomerset.pnn.Police.uk">Leanne.pook@avonandsomerset.pnn.Police.uk</a>	
Domestic Abuse support (Bristol)	<b>Directorate of local and national services</b> <a href="https://www.bristol.gov.uk/crime-emergencies/abuse-violence">https://www.bristol.gov.uk/crime-emergencies/abuse-violence</a>	
Young Carers - advice and support.	<b>Carers Support Centre</b> T: 0117 958 9980 W: <a href="https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/">https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/</a>	
Whistleblowing professional policy	<b>NSPCC Whistleblowing hotline</b> T: 0800 028 0285 E: help@nspcc.org.uk	
Mental health Advice (Local) <a href="#">Child and Adolescent Mental health (CAMHS)</a>		
<b>Primary Mental Health Specialists (advice) Child and Adolescent Mental Health</b>		
<b>South</b> 0117 3408121	<b>East Central</b> 0117 3408600	<b>North</b> 0117 3546800
Advice around harmful sexualised behaviour.	<b>Be Safe</b> 01173408700 W: <a href="https://cchp.nhs.uk/cchp/explore-cchp/be-safe">https://cchp.nhs.uk/cchp/explore-cchp/be-safe</a>  <b>Brook Traffic Light Tool</b> <a href="https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=">https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=</a>	

### Local authority contact details

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
<p align="center"><b>South Gloucestershire</b></p>	<p><b>Access and Reponses Team</b></p> <ul style="list-style-type: none"> <li>• <b>01454 866000</b> - Monday to Thursday 9.00 - 5.00, 4.30 on Friday</li> <li>• <a href="mailto:accessandresponse@southglos.gov.uk">accessandresponse@southglos.gov.uk</a></li> </ul> <p>Website: <a href="https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/">https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/</a></p>	
<p align="center"><b>North Somerset</b></p>	<p><b>Single Point of Access</b></p> <ul style="list-style-type: none"> <li>• <b>01275 888 808</b> - Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm</li> </ul> <p>Website: <a href="https://www.northsomersetsafeguarding.co.uk/children-safeguarding-board/i-work-with-children/how-to-make-a-referral">https://www.northsomersetsafeguarding.co.uk/children-safeguarding-board/i-work-with-children/how-to-make-a-referral</a></p>	<p align="center"><b>Emergency Duty Team</b></p> <p align="center"><b>01454 615165</b></p>
<p align="center"><b>Bath and North East Somerset (BANES)</b></p>	<p><b>Children’s Social Work Services</b></p> <ul style="list-style-type: none"> <li>• <b>01225 396312 or 01225 396313</b> weekdays, 8.30am to 5pm, except Fridays when we're closed from 4.30pm</li> <li>• Download and complete our <a href="#">request for service form</a> and email it to <a href="mailto:ChildCare_Duty@bathnes.gov.uk">ChildCare_Duty@bathnes.gov.uk</a></li> </ul> <p>Website: <a href="https://beta.bathnes.gov.uk/report-concern-about-child">https://beta.bathnes.gov.uk/report-concern-about-child</a></p>	

### Area Social Work offices

**School Office** 0117 973 0201  
schooloffice@cliftonhigh.co.uk

**College Road, Bristol, BS8 3JD**  
cliftonhigh.co.uk

**Admissions** 0117 933 9087  
admissions@cliftonhigh.co.uk





Contact a social worker who is already assigned to a child at their area social work office. Phone lines are open Monday to Thursday, 8.30am to 5pm and Friday 8.30am to 4.30pm. These offices are where the Social Work Assessment Teams and Area Social Work Teams are based.

North Bristol  
Ridingleaze, Lawrence Weston, BS11 0QE  
Telephone 0117 9038700

East / Central Bristol  
Welsman, Princes Street, St Pauls, BS2 9JA  
Telephone 0117 903 6500  
Fax 0117 903 6789

South - Broadwalk (Knowle)  
Broadwalk, Knowle, BS4 2QY  
Telephone 0117 903 1414  
Fax 0117 903 1333

South - Symes House (Hartcliffe)  
Symes House, Hartcliffe, BS13 0EE  
Telephone 0117 353 2200  
Fax 0117 353 2202

#### **Other contact details**

- Police Child Abuse Investigation Team (CAIT): 0117 9454320
- Public Protection Unit of the Police: 0117 9455969
- NSPCC 24-hour Helpline: 0800 800 5000 (free from a landline)
- NSPCC Asian Languages Helpline: 0808 800 5000 (free from a landline)
- NSPCC Text helpline: 88858 (service is free and anonymous)

**School Office** 0117 973 0201  
schooloffice@cliftonhigh.co.uk

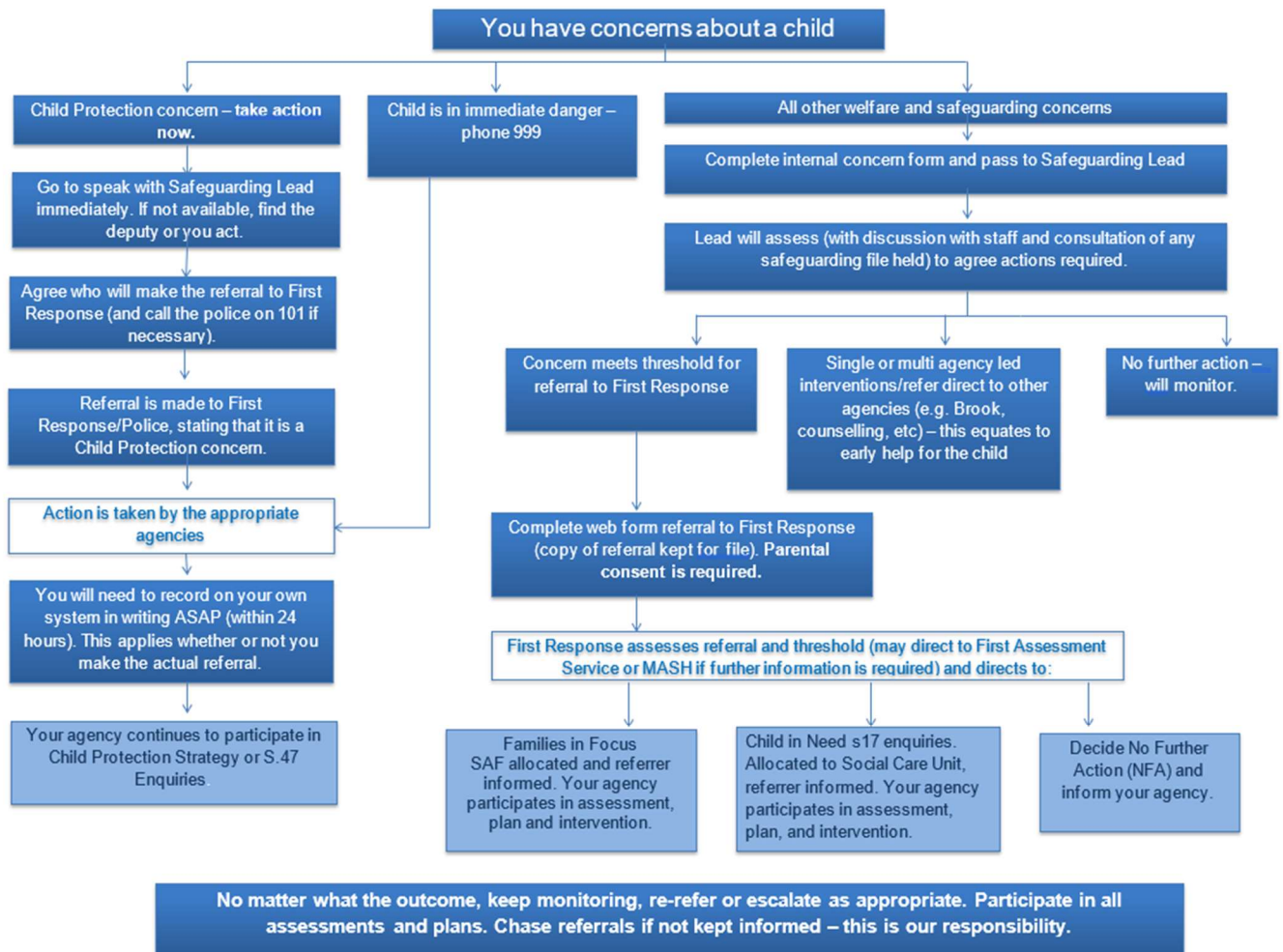
**College Road, Bristol, BS8 3JD**  
cliftonhigh.co.uk

**Admissions** 0117 933 9087  
admissions@cliftonhigh.co.uk

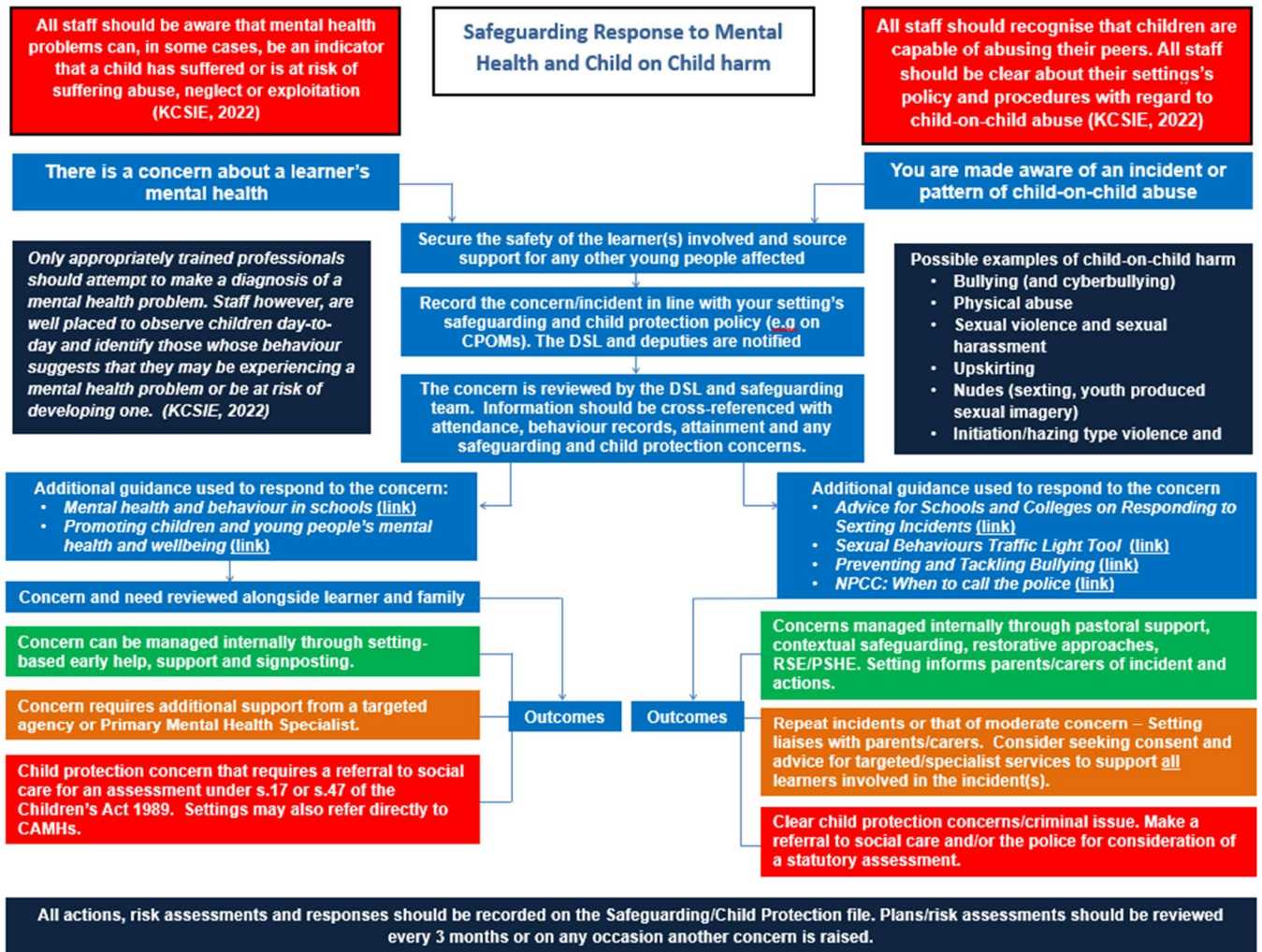
**CURIOSITY · EMPATHY · LOVE · DIRECTION**

**Appendix 3 – Reporting Concerns**

Reporting Concerns Flow Chart - Bristol:



Process flow chart responding to child-on-child incidents and Mental Health Problems:



## Appendix 4 – Confidentiality

### 1. Circumstances where information must be shared

At Clifton High School the aim is for all pupils to feel that they can talk to a member of staff about anything that is concerning them. However, although those conversations can often be kept confidential, that is not always possible, as members of staff are under a legal duty to share information in order to prevent harm to a child, promote the welfare of a child and identify risk in order to prevent harm to a child. Members of staff should therefore never guarantee confidentiality where the concerns relate to child protection and safeguarding issues.

The School Counsellor and School Nurses are bound by their professional codes of conduct to maintain confidentiality, but they are also under a legal duty to share information to protect a child from harm.

Refer to section B.4.1 above for further information on the School's policy regarding information sharing.

### 2. Sharing information with other members of staff

The following principles apply:

- Sensitivity and discretion should be used in deciding what needs to be shared to help the pupil.
- Staff should, if it is appropriate, ask the pupil's permission before talking with other staff.
- It is good practice to seek advice and support from other members of staff when unsure and it is not breaching confidentiality.
- Information and concerns shared about a pupil should not be openly discussed where others can overhear.
- Staff should not discuss personal information given by parents with other members of staff, except where it affects planning for the pupil's needs.

### 3. Sharing information with parents

The following principles apply:

- The School encourages pupils to talk to their parents about issues causing them concern.
- The School may share with parents a child protection or safeguarding disclosure unless this would put the pupil at further risk.
- Any information from parents provided during face-to-face meetings, telephone correspondence or email correspondence concerning the health or personal circumstances of any pupil should be treated as confidential.



Information on guidelines to help with balancing children's rights along with safeguarding responsibilities can be found at [Gillick competency Fraser guidelines](#).

#### **4. Anonymity**

As a matter of effective safeguarding practice, the School should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

The School should consider the potential impact of social media in facilitating the spreading of rumours and exposing those persons involved's identities.

## Version history

Version	Date	Paragraph	Material change	Approval
09.22 v2	1.09.2022	All	Updated and re-written to reflect new statutory guidance issued in September 2022.	Mr Luke Goodman
09.23 v1	01.09.2023	All	Updated to reflect Keeping Children Safe in Education 2023, specifically section 5 (Role of Designated Members of Council for Child Protection and Safeguarding) and section 7 (Allegations).	Mr Chris Collins
09.23 v2	15.09.2023	5	Updated to reflect Keeping Children Safe in Education 2023.	Mr Chris Collins
02.24 v1	23.02.2024	13	Updated to reflect changes to the EYFS Framework.	Mr Chris Collins
09.24 v1	01.09.2024	All	Policy updated in full to reflect Keeping Children Safe in Education 2024, Information Sharing Advice for Safeguarding Practitioners (May 2024), Working together to improve school attendance (February 2024) and best practice.	Mr Chris Collins
10.24 v1	15.10.2024	Part B, section 5.2	Inserted new section setting out duty to notify Ofsted.	Mr Chris Collins
02.25 v1	14.02.2025	School Contacts	Contact details updated.	Mr Chris Collins