CHILD PROTECTION AND SAFEGUARDING

Policy applies from EYFS to Sixth Form and to all Staff	
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Version	Date	Section	Material change	Approval
03.26 v1	09.03.2026	Contacts Pt A s.3 Pt B s.1 Pt B s.5 Appx 2	Governors' contact details updated. Updated. Responsibilities of Governors, Designated Safeguarding Governor, Head of School and DDSLs clarified. Rules re. mobile phones in EYFS updated. Contact details updated.	Mr Luke Goodman
04.26 v1	20.04.2026	B, para. 4 & 9, C. para 3, Appx. 1	Updated to reflect changes to Working together to safeguard children 2026.	Mr Luke Goodman
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11.26 v1	25.11.2026	Part B, 4.2	Updated to reflect the new statutory information sharing duty.	Mr Luke Goodman

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	**Police:** 999
To make an **urgent referral**	**Bristol Children's Social Care** **First Response: 0117 9036444.** Out of Hours Emergency Duty Team: 01454 615165. Contact details for children's social care teams in surrounding counties are listed in Appendix 2.
To make a **non-urgent referral** (parental/carer consent required)	**Bristol Children's Social Care** **First Response online form** https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response **Police:** 101
To raise concerns and ask for advice about the **conduct of someone who works with children**	**Local Area Designated Officer (LADO)** **Bristol:** Nicola Laird and the Bristol LADO team 0117 9037795 childprotection@bristol.gov.uk. Contact details for LADOs in surrounding counties are listed in Part D section 5.2 below. A copy of the form to be submitted is found at KBSP LADO notification form. Please see LADO Concerns Professionals Bristol Referral Form (bristolsafeguarding.org) for further information.
To raise concerns and ask for advice about **Radicalisation, Terrorism and Extremism**	**Police Prevent referrals and advice:** • **Email:** channelsw@avonandsomerset.police.uk • **Phone:** 0117 9455539 or 01278 647466 • **Non-emergency police contact:** 0800 789321 or 101 **Report suspicious activity:** • Call the confidential Anti-Terrorist Hotline: 0800 789 321 or • Complete the Action Counters Terrorism (ACT) form **Report online Terrorist material at** Report Terrorism. **Non-emergency advice:** 020 73407264 (Monday to Friday, 9am-6pm) Counter-extremism@education.gsi.gov.uk

For advice and guidance about whether to make a referral contact **Families in Focus**	**North Bristol** 0117 3521499	**East/Central Bristol** 0117 3576460	**South Bristol** 0117 9037770
NSPCC Whistleblowing Advice Line	Weston House, 42 Curtain Road, London, EC2A 3NH 0800 028 0285 help@nspcc.org.uk		
NSPCC Report Abuse in Education Advice Line	0800 136 663 help@nspcc.org.uk		
Disclosure and Barring Service	DBS customer services, PO Box 3961, Royal Wootton Bassett SN4 4HF 03000 200 190 customerservices@dbs.gov.uk		
Teaching Regulation Agency	Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road. Coventry CV1 2WT. 0207 593 5393 misconduct.teacher@education.gov.uk		
Department for Education (via the ISI)	Raising a concern about a school :: Independent Schools Inspectorate		

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Key Clifton High School Safeguarding Contacts			
Role	**Name**	**Phone**	**Email**
Designated Safeguarding Lead (DSL)	Mr L Goodman	01179730201 01174542268 07305107471	lgoodman@cliftonhigh.co.uk safeguarding@cliftonhigh.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Ms A Taylor *Senior School*	01179730201 07458301410	ataylor@cliftonhigh.co.uk
	Miss Natasha Widdison *Senior School*	01179730201	nwiddison@cliftonhigh.co.uk
	Miss C Mulholland, *Early Years Foundation Stage (EYFS)*	01179730201	cmulholland@cliftonhigh.co.uk
	Mrs Alice Taylor *Infant & Junior School*	01179730201	ataylor1@cliftonhigh.co.uk
Head of School	Mr Will Phelan	01179730201	head@cliftonhigh.co.uk
Chair of Governors	Mr Peter Bodkin	-	Chair@cliftonhigh.co.uk
Designated Member of Council with responsibility for Child Protection and Safeguarding	Dr J Jenkins	-	safeguardinggovernors@pembrokeeducation.com
	Mrs H Vaughan	-	safeguardinggovernors@pembrokeeducation.com
	Mrs J Morrison	-	safeguardinggovernors@pembrokeeducation.com

	Miss J Oliver	-	safeguardinggovernors@pembrokeeducation.com

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A: INTRODUCTION

1. RELATED POLICIES

Artificial Intelligence
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
Gender Questioning
Lost Pupil
Mental Health
Mobile Phone
Online Filtering and Monitoring
Pupil Code of Conduct – Senior School
Pupil Code of Conduct – Infant and Junior School
PSHE
Relationships and Sex Education
Recruitment, Selection, Disclosure and SCR
Restrictive Interventions
Staff Code of Conduct
Taking, Storing and Using Images - Parents
Taking, Storing and Using Images - Staff
Whistleblowing
Visitors and 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 2026 (KCSIE) is statutory guidance from the Department for Education.

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, supply teachers and trainee teachers, 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:

- **Shared responsibility:** safeguarding and promoting the welfare of our pupils is **everyone's responsibility; e**veryone who comes into contact with our pupils and their families has a role to play in identifying concerns, sharing information, and taking prompt action.
- **Child centred:** we always consider and act in the best interests of the child, ensuring their voices are heard and valued in the decisions we make.
- **Proactive mindset:** we have an **'it can happen here'** attitude, remaining vigilant about safety within the school, in the community, and online.
- **Empowering victims:** we ensure that no one ever feels ashamed or like they are "causing a problem" by reporting abuse or harassment.

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

- **Safe learning:** providing a safe and secure environment in which its pupils can learn;
- **Open communication:** fostering a culture where both staff and pupils feel safe to raise any concerns or allegations.
- **Immediate action:** acting on concerns about a pupil's welfare and/or allegations immediately.
- **Strong partnerships:** working closely with parents and sharing information with them whenever it is safe to do so, following local safeguarding practices and procedures, and participating in multiagency teams.
- **Legal duty:** 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:

- *After school clubs, community activities, and tuition (safeguarding guidance for providers) (February 2026)*
- *Behaviour in schools (September 2022)*
- *Children Missing Education (September 2025)*
- *Digital and technology standards in schools and colleges (June 2026)*
- Early Years Foundation Stage (EYFS) statutory framework – Section 3
- *Equality Act 2010*
- *Information Sharing Duty: Statutory guidance for safeguarding organisations and their practitioners (September 2026)*
- *Keeping Children Safe in Education* ("**KCSIE**"), which incorporates the additional statutory guidance *Disqualification under the Childcare Act 2006* (September 2018)
- Mobile phones in schools (June 2026)
- *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* (July 2025)
- *Safeguarding and protecting people for charities and trustees* (June 2022)
- *The School Attendance (Pupil Registration) (England) Regulations 2024*
- *Working together to safeguard children* (March 2026)
- *Working together to improve school attendance (July 2026)*
- Local Guidance from the Local Safeguarding Partnership: around particular safeguarding topics are available on the Keeping Bristol Safe Partnership (Website: https://bristolsafeguarding.org/).

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B: MANAGEMENT OF CHILD PROTECTION AND SAFEGUARDING

1. ROLES AND RESPONSIBILITIES

1.1 Council of Governors

The Council of Governors has overall responsibility for all matters which are the subject of this policy including:

- legal responsibility for ensuring that arrangements are made to safeguard and promote the welfare of pupils at the School, having regard to relevant safeguarding guidance;
- strategic leadership responsibility for the School's safeguarding arrangements; and
- specific responsibilities to facilitate a whole school approach to safeguarding, set out in more detail in Part 2 of KCSIE.

The Council of Governors is also responsible for:

- **Safeguarding arrangements:** ensuring that appropriate arrangements are in place for the Council of Governors in Full Council to discharge their duties, including appropriate consideration of safeguarding matters;
- **Delegation:** establishing appropriate delegation arrangements at School level, led by Head of School and the DSL, to enable the School to discharge its safeguarding duties effectively;
- **Policies and practices:** ensuring our practices, processes and policies, including online safety and child on child abuse, are effective and are compliant with legislation, statutory guidance and local safeguarding partnership arrangements;
- **Systems:** ensuring robust systems are in place to report and manage safeguarding concerns and concerns about pupil wellbeing, and allegations against staff and low-level concerns;
- **Recruitment:** ensuring safer recruitment practices are followed, including maintaining a Single Central Record (SCR) of pre-employment checks;
- **Designated Safeguarding Lead:** ensuring that that the DSL has adequate time, funding, training, resources and support to carry out their role effectively;
- **Training:** ensuring that all members of the Council of Governors receive appropriate safeguarding and child protection training (including online), both on induction and thereafter regularly updated; and that all staff receive effective safeguarding training (as set out below)
- **Curriculum:** ensuring 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.
- **Legal duties:** ensuring the School discharges its legal responsibilities under the Human Rights Act 1998 and the Equality Act 2010.

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

1.2 Designated Members of Council

1.2.1 Safeguarding governors

The Council of Governors has nominated three Governors as Designated Members of Council for Safeguarding and Child Protection (the **Designated Members**) to take leadership responsibility for the School's safeguarding arrangements.

The Designated Members are responsible for:

- Liaising with the Head of School and the DSL to maintain oversight of safeguarding and to produce an annual child protection and safeguarding report for the Council of Governors.
- Reviewing and providing strategic challenge regarding the effectiveness of the School's safeguarding policies and procedures and ensuring that this policy is reviewed annually.
- Meeting with the Child Protection and Safeguarding Team at least termly to discuss the data, and recent trends and updates.
- Verifying that the safeguarding and child protection systems are working in practice, for example by talking to pupils and carrying out visits.
- Receiving enhanced safeguarding training to enable effective oversight and informed strategic challenge.
- Maintaining familiarity with local multi-agency safeguarding arrangements.
- Working with the Head of School and the DSL complete the s.175 annual safeguarding audit for the Keeping Bristol Safe Partnership.
- Checking the Single Central Register on a termly basis.
- Managing any allegations or low-level concerns regarding the Head of School (led by the Chair of Governors).

The Designated Members and the Chair of Governors will receive additional training to enable them to fulfil their safeguarding responsibilities.

1.2.2 SEND governor

The SEND Governor provides strategic oversight of the School's provision for pupils with SEND, with particular regard to the additional safeguarding challenges that children with SEND can face. The SEND Governor liaises regularly with the SENCO to ensure that safeguarding considerations are fully integrated into the School's SEND provision and that staff are equipped to recognise and respond to safeguarding concerns involving children with SEND.

1.2.3 Online Filtering and Monitoring and Cyber Security Governors

The Online Filtering and Monitoring Governor and the Cyber Security Governor provide oversight of the School's approach to online safety, including filtering and monitoring systems, cyber security arrangements, the safe use of generative AI, and the School's response to online safeguarding incidents. They liaise regularly with the DSL and relevant IT staff, Finance Director and the Transformation and AI Lead to ensure that the School's online safety arrangements are robust, proportionate and regularly updated to reflect the rapidly evolving nature of technology and online risks, including risks arising from generative AI.

1.3 Role of the Head of School

The Head of School is responsible for the day-to-day management of child protection and safeguarding at the School. This includes:

- **Operational leadership:**
  - acting as a visible role model to embed a "whole-school approach" to safeguarding;
  - ensuring that the School's policies and procedures, adopted by the Council of Governors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.
- **Supporting the DSL** in their role and meeting with them to stay informed about s.47 enquiries and police investigations.
- **Managing allegations** about staff, including low level concerns, and ensuring that staff are clear about the School's whistleblowing procedures.
- **Safer recruitment:** ensuring the School adheres to safer recruitment guidance, including mandatory DBS checks and maintaining an accurate SCR, and checking the SCR on a termly basis.

1.4 Role of the School

The School must:

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

1.5 Role of the DSL

1.5.1 Key responsibilities

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

Strategy and oversight:

- **Policy:** implementing and monitoring the school's safeguarding and child protection policies to ensure they are effective in practice.
- **Overview:** keeping a high-level view of all safeguarding concerns and trends within the school.
- **Guidance and awareness:** advising and supporting staff (including the School Counsellor and the Medical Team) in their daily safeguarding duties and ensuring that all staff understand the safeguarding policies and that anyone can make a child protection and safeguarding referral.

External liaison and referrals

- **Reporting:** referring cases to children's social care, the police, the DBS, or the 'Channel' programme when necessary.
- **Liaise with external agencies** including Bristol North Families in Focus Team, attending multi agency network meetings and DSL network meetings.
- **Communication:** acting as the main point of contact as for local statutory agencies.
- **Liaising with the Head:** keeping the Head of School informed of any enquiries under s.47 of the Children Act 1989 and any police investigations.

Digital and online safety

- **Oversight:** 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.
- **AI safety**: ensuring that the generative AI products used by pupils at the School meet the DfE's Generative AI: product safety expectations.

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, Annex B.

Although the DSL can delegate certain of their safeguarding roles, they ultimate lead responsibility for safeguarding and child protection, and that responsibility cannot be delegated.

1.5.2 Child Protection files

The DSL (or a DDSL) 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 (or a DDSL) will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL (or a DDSL) should also consider if it would be appropriate to share any additional information with the new setting in advance of a child leaving.

1.5.3 Raising awareness

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

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

1.5.4 Availability

During term time, the DSL is always available and contactable by mobile phone during school hours for staff to discuss any safeguarding concerns. The School has robust cover arrangements in place for when the DSL is unavailable, including a shared confidential mailbox, to ensure safeguarding concerns are received, monitored and acted upon without delay.

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

1.6 Role of the Deputy Designated Safeguarding Leads (DDSLs)

The **DDSLs** support the DSL in their role an perform the following roles:

- **Operational cover**: ensuring there is always a trained safeguarding lead on-site and available during school hours and taking lead responsibility for safeguarding concerns or referrals when the DSL is unavailable.
- **Case management**: reviewing reports, carrying out investigations, assisting with referrals and maintaining accurate records.
- **Training and support**: providing advice and guidance to staff who have concerns about a child; and
- **Policies and data**: assisting the DSL in reviewing school policies and identifying trends in safeguarding data.

1.6 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.

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1.7 Role of all members of staff

Every member of staff is required to:

Policy and awareness

- Be familiar with the Child Protection and Safeguarding Policies and where to find them.
- Maintain an attitude of **'it could happen here'** where safeguarding is concerned and understand that it is **everyone's responsibility**, which may require immediate action.
- Adhere to the Staff Professional Code of Conduct and always wear their identification lanyard when on the School site.

Engagement and protection

- Develop strong professional relationships with children so they feel able to communicate.
- Always act in the bests interest of the child to ensure their protection.
- Understand that children may not always speak up about abuse or exploitation. If something feels wrong, ask questions and speak to the DSL or DDSL.

Reporting, referral and recording

- Report any concerns to the DSL or a DDSL either initially or to the DSL following a referral to First Response (children's social care).
- Never assume a colleague or another professional has already acted. If they see something, say something.
- Be able to follow the referral process set out in KCSIE.
- Keep an accurate record of any significant complaint, conversation or event using CPOMS.

External liaison and referrals

- Support and work with other agencies and professionals, including in an early help assessment.

In addition, all staff must maintain an active awareness of:

- **Signs of harm:** recognise the indicators of abuse and neglect, paying close attention to the increased risks faced by children with SEND. Refer to Appendix 1 and KCSIE.
- **Early intervention:** children who may need early help support before concerns escalate.
- **Child-on-child abuse:** the safeguarding risks that can occur between children;
- **Barriers to disclosure:** the fact that children may be unable or afraid to speak up about abuse or exploitation. Staff should use **"professional curiosity"** and always voice concerns to the DSL or DDSL, even if a child has not explicitly asked for help.

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1.8 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 2026.

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.

All staff are required to:

- Read and understand Part One of KCSIE. 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, the safe and effective use of AI and Prevent awareness. The training provided to the DSL and to all EYFS staff satisfies the criteria set out in Annex C to the Early Years Foundation Stage statutory framework.
- Read regular informal updates to provide them with relevant skills and knowledge to safeguard children effectively.

EYFS staff must also read What to do if you're worried a child is being abused: Advice for practitioners.

2.2 DSL and DDSLs

The DSL must:

- Along with the DDSLs, undertake refresher child protection and safeguarding training every two years, including local interagency working protocols and the Keeping Children Safe Partnership's approach to the Prevent Duty.
- Receive the additional training required by Annex B of KCSIE and additional training on Prevent and AI related safeguarding risks.
- 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.
- Carry out induction training for all new staff, including trainee teachers, temporary staff and volunteers which covers all School Child Protection and Safeguarding related policies.
- Provide safeguarding support, advice and guidance to all members of staff on an ongoing basis, and on any specific safeguarding issues as required.
- Ensure that child protection and safeguarding topics in KCSIE Annex A (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, to equip them to provide strategic challenge to child protection and safeguarding policies and procedures at the School. Governors are also expected to read KCSIE 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 Part 3 and Section 3 of the Early Years Foundation Stage Statutory Framework, 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.

Full details of the school's safer recruitment procedures for checking the suitability of staff are set out 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 of this Policy.

4.2 Information sharing and data protection

42.1 What is information sharing?

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.

4.2.2 Duty to share information

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation and in promoting children's welfare, including their educational outcomes. No single practitioner can have a full picture of a child's needs and circumstances and the School recognises that effective information sharing is essential to safeguarding children.

The School is subject to a statutory duty to share information with certain organisations (including, but not limited to, local authorities, NHS Trusts, the police and other schools) where it is relevant to safeguarding and promoting a child's welfare. There is no threshold of risk or harm that needs to be met to trigger the statutory information sharing duty and the only exception to it is in rare circumstances where sharing information would be more detrimental to the child than not sharing. Where the duty applies, confidential information can be shared without consent.

4.2.3 Golden rules

The golden rules for sharing information

- **Data protection legislation facilitates the sharing of relevant information** where this is necessary to safeguard and promote the welfare of a child.
- Use **professional judgement:** consider whether information should be shared and what information is relevant and necessary to share (see section 4.2.4 below).
- **Only share information that is relevant necessary, proportionate and secure**
- You **do not need consent** to share personal information where there is a lawful basis for sharing information.
- Information sharing for safeguarding purposes **does not breach confidentiality** where there is a lawful basis for the disclosure. Keep clear records.
- Keep **clear and accurate records** of decisions, what information is shared and who it is shared with.
- **Be transparent with pupils and families** where it is safe and appropriate to be so (see section 4.2.5 below).
- **Seek advice** (from the DSL or the Data Protection Lead promptly if you are uncertain about whether you can share information.

The statutory guidance, Information Sharing Duty: Statutory guidance for safeguarding organisation and their practioners (2026) supports staff who have to make decisions about sharing information.

4.2.4 The Information Sharing Duty test

Is there a duty to share information?

1. **Is the information relevant to safeguarding or promoting a child's welfare?**
   - Does the information have a bearing on the child's safety, wellbeing or welfare?
   - If information has been requested, is there sufficient context to determine the relevance?
   - Does it relate to the child or to another person whose circumstances may affect the child, such as a parent, carer or another child?

   Further context may be needed to determine relevance where the School receives a request for information. Relevant information may include contextual, historical, partial or pattern-based information where it helps to build a fuller understanding of a child's circumstances, needs or risks.

2. **Would sharing the information facilitate the recipient's relevant safeguarding or welfare functions?**
   - Is the recipient covered by the information sharing duty and what is their safeguarding or welfare function.
   - Could sharing information reasonably help the recipient to safeguard or promote the welfare of the child, including when the child potentially poses a risk to others, through exercising their relevant functions?

3. **Would sharing the information be more detrimental the child than not sharing it?**
   - Could sharing the information be of greater detriment to the child than not sharing?
   - Are there any mitigating steps that can be taken to reduce risk?

   This is not simply a case of identifying a possible disadvantage from sharing: it requires a comparative assessment of the consequences of sharing or withholding information.

Where necessary, information may also be shared with other organisations outside the scope of the duty in accordance with general data protection law and taking into account any duty of confidentiality.

4.2.5 Transparency

When sharing safeguarding information, the School will generally seek to be as transparent as possible and inform the pupil and/or their parents, unless doing so could put a child or others at further risk of harm or compromise effective safeguarding arrangements, including police investigations. The School will avoid presenting information sharing as optional where consent to share is not required under the statutory information sharing duty or would be inappropriate for safeguarding purposes.

4.2.6 Data Protection

The Council of Governors will ensure that staff receive appropriate training on data protection requirements and the statutory information-sharing duty to ensure safeguarding information is shared lawfully, proportionately and in accordance with applicable legal bases and conditions.

4.2.7 Information sharing between education settings

The DSL is responsible for ensuring that appropriate information is shared with new settings in a timely manner and for reviewing information received from children's existing settings.

4.2.7.1 Leavers

When deciding what information to share with a new setting, staff will consider the test set out in section 4.2.4 above and will ensure that the information is clearly presented and appropriately contextualised.

Professional judgement should be used to ensure that the information shared is clear, focused and proportionate and that it distinguishes between fact, opinion and historic information. This may include summarising or omitting information which is not necessary for safeguarding purposes. Care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk. If in doubt about what information can and should be shared, staff should speak to the DSL.

In addition to the child protection file, the DSL will also consider whether any additional information should be shared with the new school in advance particularly where it would support risk assessment or support planning for the child or others and enable the new school to put appropriate support in place.
The School has appropriate arrangements in place to ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points, including in-year moves, in line with statutory guidance. When sharing safeguarding information, the School will clearly distinguish current safeguarding concerns and support needs from historic information.

4.2.7.2 Joiners

Where the School receives safeguarding information for new pupils, it will be reviewed by the DSL who will take steps to clarify any information that is unclear or incomplete. Where there are issues or concerns this may include a conversation between the DSLs at both settings. The DSL will ensure that key staff are aware of any relevant information for new pupils.

Where the School receives any information that indicates an incoming pupil may present a risk to others and/or themselves (for example, because the child has been the victim of abuse, involved in HSB or is receiving support through the Channel Programme), the School will assess the risk and put in place a safety and support plan for when the child arrives.

5. EARLY YEARS FOUNDATION STAGE

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 and staff are not distracted from their work with children.

The following rules apply to mobile phones, cameras and other electronic devices with imaging and sharing capabilities in the EYFS:

- all EYFS staff must keep any devices which they bring to the School in a designated secure cupboard/staff locker;
- all PE staff, tennis, dance and swimming coaches and visitors must ensure that any devices are kept away from the children in a zipped/closed bag or pocket;
- pupils at the School (including EYFS children) are not permitted to bring any devices into the School.

Personal devices may only be used in an emergency.

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

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 Visitors and 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 and outside of 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.

9. ANTI-DISCRIMINATORY AND ANTI-RACIST APPROACH

The School is committed to an anti-discriminatory and anti-racist approach as a core safeguarding principle. All staff are required to proactively identify, understand, and actively challenge racism and discrimination in all its forms.

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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 of this Policy.

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 of Clifton High School and can occur between children outside School. All staff, but especially the DSL and DDSLs, 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 AND FAMILY HELP

The School will work proactively with local partners to ensure that our pupils and their families access family help as soon as a need emerges.

Early help means the support available to all children and families through community-based services, including schools, health services, and other local provision, for example support provided through Best Start Family Hubs and youth services. It's purpose is to improve resilience and outcomes and/or to reduce the chance of problems getting worse.

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 'honour' or faith 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.
- Has been repeatedly removed from the classroom.
- Has experienced multiple suspensions or is at risk of being permanently excluded from school.
- Is on a part-time timetable.

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.

Where a child's needs go beyond what universal early help services can address for example, where a child has multiple and/or complex needs, or where their circumstances make them

more vulnerable, the child may require targeted statutory support (under Section 17 of the Children Act 1989) through **Family Help**.

In the first instance, staff who identify that a pupil may benefit from early help or Family Help should discuss this with the School's DSL. The DSL will consider the appropriate action to take. Where the child's needs can be met through universal early help, the DSL will coordinate the School's response and liaise with relevant services. Where a child's needs are more complex and may require a multi-disciplinary Family Help assessment, the DSL will make a referral in accordance with the local authority's referral process.

If Early Help or Family Help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care for a child protection assessment if the pupil's situation does not appear to be improving or if concerns escalate.

All staff should be aware of the criteria for referring children and families for Early Help or Family Help, making referrals for Section 47 child protection enquiries, and escalating safeguarding concerns about vulnerable children.

4. MENTAL HEALTH AND WELLBEING

The School has an important role to play in supporting the mental health and wellbeing of its pupils. Specifically, staff can support the fulfilment of four key roles:

- promoting good mental wellbeing across the school and preventing the onset of mental illness;
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one;
- ensuring early targeted support is provided; and
- liaison with/referral to specialist services where needed.

All staff should be aware that mental health problems can in some cases develop into a safeguarding concern. This could include, for example, self-harm, eating disorders, or suicidal ideation. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. These could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations

- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL. Where support is needed, the DSL should inform parents, in order to support the child's wellbeing, provided that where doing so would not place the child at additional risk. The DSL will call 999 if there is immediate danger and NHS 11 for urgent non-emergency mental health support.

Staff should not wait for a formal diagnosis before raising a concern with the DSL. If staff feel that a child is in immediate danger and the DSL or DDSL is not available, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person.

The Deputy Head: Pastoral and the Head of the Infant and Junior School together act as the School's Mental Health Lead.

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.

A copy of the Mental Health Policy can be found in the Staff Policies folder in Share Point.

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 of this Policy.

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6.2 Reporting concerns where the child is at immediate risk

If a pupil is at **immediate danger or at risk of harm:**

- An immediate referral must be made to **children's social care and/or the police** by calling 999 and the procedure set out in Appendix 3 will be followed. Parental consent is not needed.
- Anyone can make a referral. If the referral was not made by the DSL, the DSL should be informed that a referral has been made as soon as possible after.
- Information relating to the concern must be recorded on CPOMS.

Any urgent referral to children's social care and/or the Police must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk.

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. They will decide decision if this risk meets the threshold of abuse. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate.

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.

6.3 Reporting concerns where the child is not at immediate risk

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

- Staff should **report the concern to the DSL.**
- The DSL will consider, with reference to local authority procedures (and in consultation with the Families in Focus Team if appropriate), whether the report can be managed internally, or a family help assessment is needed or it should be referred to external agencies such as children's social care and/or the police,
- If it is believed to be necessary, as referral will be made to children's social care (via the First Response Online Referral). A referral will usually be made by the DSL but it can be made by anyone. If a referral is made by someone other than the DSL, the DSL should be informed that a referral has been made as soon as possible after.
- The DSL will follow the procedure set out in Appendix 3.

Staff should not assume that somebody else will take action and share information that might be critical to keeping the child safe. Staff should challenge any inaction and follow it up with the DSL and children's social care as appropriate. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

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.

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 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, and guidelines given by the Safeguarding in Education Team from Bristol City Council, as well as those set out in KCSIE.

Not all welfare concerns will meet the threshold for referral to external agencies. Where appropriate, the DSL may manage concerns internally through pastoral support, such as monitoring, counselling, wellbeing support, or engagement with parents/carers. The DSL will keep cases under review and refer to external agencies if concerns escalate or the pupil's situation does not improve.

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.

Parental consent is usually expected for referrals to statutory agencies, unless the child is at immediate risk of danger or harm (and speed is of the essence) or if it may expose the child to additional harm or is not considered to be in the child's best interests.

8. SAFEGUARDING RECORDS

All concerns, discussions, and decisions (including the rationale for those decisions) made under these procedures should be recorded in writing on CPOMS. This includes instances where referrals were or were not made to another agency. It is important that all available information is recorded fully and accurately, as safeguarding records may be required by children's social care, other safeguarding agencies, and, where applicable, in legal proceedings arising from a referral.

Safeguarding records should be clear, factual, and distinguish between observed concerns, professional opinion, and historic information. 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.

Safeguarding records will be kept confidential, stored securely, and accessed only by those who need the information to fulfil their safeguarding responsibilities. Information will be shared in accordance with KCSIE and applicable data protection requirements.

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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, trainee teachers, 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 Restrictive Interventions Policy.

3. REPORTING NON-RECENT ALLEGATIONS

If an adult makes an allegation to the School, they should be advised to report it to the Police by dialling 101.

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. PROCEDURE FOR RECENT/CURRENT ALLEGATIONS

4.1 Reporting

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** who will act as the **"case manager"**. If an allegation is reported to the DSL, the DSL will notify the Head of School. The Head of School will then determine whether or not the concern or allegation meets the "harm threshold" for reporting.

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.

The case manager will then consider whether an onward referral to the LADO is required. If the case manager deems there to be an **immediate risk** to a child 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.**

4.2 Reporting criteria – the "harm threshold"

The School's procedures for managing allegations against members of staff who are currently working in the School follows KCSIE 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,

inside or outside of school, their **conduct will have met the harm threshold**, and the allegation will be dealt with in accordance with this Part D of the policy.

If their conduct does not meet the harm threshold, and the member of staff's behaviour is problematic and/or inappropriate and breaches the Staff Professional Code of Conduct**, it will be dealt with as a low-level concern** in accordance with Part E of this policy and the Low-Level Concerns Policy.

4.3 Basic enquiries

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 and whether the harm threshold has been met. 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.

4.4 Contacting the LADO

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.

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.

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 and the Bristol LADO team - 0117 9037795 childprotection@bristol.gov.uk
Bath and North East Somerset - Mel Argles - 01225 396810
Melanie_Argles@BATHNES.GOV.UK
North Somerset - Julie Bishop - 01275 888211 - Julie.bishop-hss@n-somerset.gov.uk
South Gloucestershire - Tina Wilson - 01454 868508 - lado@southglos.gov.uk
Monmouthshire – Heather Heaney 01633 644392 – heatherheaney@monmouthshire.gov.uk
Newport – Nicola Davies – 01633 235664 - Nic.Davies@newport.gov.uk

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.

4.5 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 2026.

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.

4.6 Arrangements for the member of staff who is the subject of the allegation

4.6.1 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.

4.6.2 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.

4.6.3 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.

4.7 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.

4.8 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.

4.9 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).

4.10 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.

4.11 Steps following outcome of investigation

4.11.1 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.

4.11.2 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.

4.11.3 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.

4.12 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.

4.13 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.

5. 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.

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.

The School will confirm in the employer references that it provides whether it is satisfied with the applicant's suitability to work with children and provide facts of any substantiated safeguarding concerns/allegations that meet the harm threshold. Allegations proven to be false, malicious, unsubstantiated or unfounded will not be included in employer references.

6. 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.

7. ARRANGEMENTS FOR DEALING WITH SAFEGUARDING ALLEGATIONS ABOUT SUPPLY TEACHERS, TRAINEE TEACHERSAND CONTRACTORS

For the purposes of this section, "Provider" means any supply agency, initial teacher training provider, or organisation responsible for supplying or employing contractors engaged by the School, as applicable.

The School's procedures for managing allegations against staff also apply to staff not directly employed by the School, for example supply teachers trainee teachers and contractors. In addition to the procedures set out above, the following will apply to allegations involving supply teachers, trainee teachers and contractors:

- When using a Provider, the School should inform the Provider of its process for managing allegations but also take account of the Provider'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 and managing the safeguarding process to ensure that appropriate action is taken, but the Provider should be fully involved in the process, will be expected to co-operate with the LADO, police and/or children's social care, and will usually lead on any disciplinary action.
- The School will advise supply teachers and trainee 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 Provider are taken into account by the School during the investigation.
- Where the Provider 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).

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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.

1. WHAT IS A LOW-LEVEL CONCERN?

A low-level concern is any concern no matter how small (even if it is no more than a sense of unease or a "nagging doubt") that a member of staff may have acted in a way that:

- is **inconsistent with the Staff Professional Code of Conduct**, including concerning, problematic and/or inappropriate behaviour inside and 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 there is a concern that a member of staff's behaviour is problematic and/or inappropriate and breaches the Staff Professional Code of Conduct, it should be **reported to the Head of School** as soon as reasonably practicable, and in any event, **within 24 hours** of the member of staff becoming aware of it, although it is never too late to share a low-level concern. If the Head of School is not available, it should be reported to **the DSL** (who should then report it to the Head of School).

If the concern is about the Head of School (or there is a conflict of interests in sharing the concern with the Head of School), it should be reported to the **Chair of Governors**.

If the concern is about a Governor, it should be reported to the **Chair of Governors**. If the concern is about the Chair of Governors, it should be reported to a **Designated Member of Council for Safeguarding**.

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's procedure for handling low level concerns is set out in more detail in our Low-Level Concerns Policy. A copy of the Policy is the in the Staff Policies folder in Sharepoint.

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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

A child disclosing 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.

Staff reporting child on child abuse
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 report their concerns to 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.

Children at immediate risk
If a child is in **immediate danger**, or at risk of significant harm, a referral to **children's social care 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.

The School's procedure for handling child on child abuse is set out in more detail in our Child-on-Child Abuse Policy. A copy of the Policy is the in the Staff Policies folder in Sharepoint.

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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:

- ill 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 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.

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H. ADDITIONAL SAFEGUARDING CONCERNS AND RESPONSIBILITIES

1. CHILDREN WHO MAY BE MORE VULNERABLE TO SAFEGUARDING RISKS

1.1 Pupils with SEND

For children with Special Educational Needs and Disabilities (SEND), additional barriers can exist when identifying abuse, neglect and safeguarding concerns. These may include:

- Assumptions that indicators of possible abuse, such as behaviour, mood or injury, relate to the child's SEND without further exploration.
- Being more vulnerable to isolation than their peers.
- Being disproportionately affected by bullying, harassment, abuse or exploitation without outwardly displaying signs.
- Communication difficulties and barriers that may affect a child's ability to disclose concerns.
- A need for intimate care or increased levels of personal support.
- Greater dependence on adults for care and support.
- Difficulties recognising, understanding or communicating that they are experiencing abuse, neglect or exploitation.
- Difficulties understanding risk, social situations, or the difference between fact and fiction, including online, which may increase vulnerability to harm or exploitation.

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

1.2 Pupils with medical conditions

The School recognises that, while incidents relating to the management of a pupil's medical condition or allergy will not generally constitute safeguarding concerns in themselves, they may indicate that a child is at risk of neglect, abuse, or exploitation. The DSL will consider whether a safeguarding referral is required where concerns arise in relation to a child's medical needs, including where relevant medical information is withheld or a child is repeatedly sent to school without essential medication or support. The School will work closely with parents, carers, healthcare professionals and external agencies, as appropriate, to ensure that any safeguarding concerns linked to a pupil's medical condition are identified and addressed promptly.

1.3 Young carers

Young carers may face additional safeguarding challenges and may be more vulnerable due to the responsibilities they carry. Staff should be alert to signs that a child is taking on caring responsibilities that are inappropriate for their age and which may be impacting on their

attendance, attainment, or wellbeing. Concerns about young carers should be discussed with the DSL.

1.4 Children who are lesbian, gay or bisexual

A child or young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be vulnerable to discriminatory bullying. In some cases, a pupil who is perceived by their peers to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable as children who are. The School should consider how to address vulnerabilities such as the risk of bullying and take steps to prevent it, including putting appropriate sanctions in place.

1.5 Children who are questioning their gender

Staff should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying. The School's approach to supporting children who are questioning their gender is set out in the Gender Questioning Policy.

1.6 Prejudice based harm

The School recognises that children may experience prejudice-based harm, including racism, faith-targeted abuse, and other forms of discrimination. Such experiences may have a significant impact on a child's welfare, wellbeing, mental health, and sense of safety. Staff should be alert to the signs and impact of prejudice-based harm and consider concerns within safeguarding practice where appropriate

2. EMERGING RISKS

2.1 Mobile phones and smart technology

The School operates as a mobile phone-free environment in line with the DfE's statutory guidance on *Mobile Phones in Schools*. Full details are set out in the School's Mobile Phone Policy, available on the School website.

Sixth Form students may use mobile phones and smartwatches during study periods and break times within designated Sixth Form areas. They may also use their own tablets, laptops and Chromebooks for educational purposes. Where BYODs are used to access the internet without connecting to the School's network, the School's filtering and monitoring systems will not apply to content accessed on those devices. However, the use of personal devices by Sixth Form students remains subject to the School's Acceptable Use of ICT Policy and all other relevant School rules and expectations.

Any safeguarding concerns arising from a pupil's use of a personal device should be reported to the DSL immediately.

2.2 Use of artificial intelligence (AI)

The School is committed to the safe and responsible use of AI. AI-related safeguarding is incorporated within the School's existing safeguarding arrangements, including filtering and monitoring, online safety, staff training, and the management of safeguarding concerns. The School will only use AI products that meet the DfE's *Generative AI: Product Safety Expectations* and will assess the risks and benefits of AI use.

The School is alert to safeguarding risks associated with AI, including:

- the creation and sharing of deepfake images and AI-generated intimate imagery;
- the generation of harmful, misleading, inaccurate or age-inappropriate content;
- interactions with AI tools that may negatively affect a pupil's welfare or wellbeing;
- the use of AI to facilitate grooming, exploitation or other forms of abuse; and
- the creation, possession or distribution of child sexual abuse material.

Any safeguarding concerns arising from the use of AI must be reported immediately to the Designated Safeguarding Lead (DSL) in accordance with the procedures set out in this policy. Further information about the use of AI at the School is provided in the School's Artificial Intelligence Policy, which should be read alongside this Policy.

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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 often overlap.. Staff should understand that children can experience more than one type of harm simultaneously. 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 harm occurs outside the family home, including within schools, peer groups, community or public spaces, and online. It may be perpetrated by children, adults, individuals or groups. Forms of extra-familial harm include child criminal exploitation (including county lines and financial exploitation), serious violence, modern slavery, human trafficking, online harm, child sexual exploitation (including group-based child exploitation), child-on-child abuse, harmful sexual behaviour, teenage relationship abuse (including physical, sexual and emotional abuse, and stalking), and the influence of extremism leading to radicalisation. Children of all ages can experience extra-familial harm.

The School recognises that harm is often complex and may be hidden. Staff must be alert to coercive control and abusive behaviours, including those behaviours within teenage intimate relationships. There is direct link between online and in-person harm and we will treat online incidents with the same safeguarding seriousness as physical ones.

Where a child experiences simultaneous harms - such as the overlap of domestic abuse, exploitation, or mental health concerns, the School will adopt a holistic approach to risk assessment, ensuring that all contributing factors are addressed collectively rather than in isolation.

While any child can experience harm outside the home, children with special educational needs or disabilities, those missing from home, care or education, looked after children, and those with previous experience of abuse or neglect, may be at greater risk of harms such as sexual or criminal exploitation. Perpetrators, including those acting in organised groups, may purposefully target children who are already vulnerable.

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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 consensual and non-consensual sharing of nude or semi-nude images and/or videos including those generated by AI, 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.

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 or psychological 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, silencing them or 'making fun' of what they say or how they communicate. It may also include verbal abuse (e.g. criticism, belittling and name calling).
- 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.

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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, rape (including penetration of the vagina, anus or mouth and penetration with an object) 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. Sexual abuse can take place in family settings, in institutional settings, online, and technology can be used to facilitate offline abuse. Child sexual abuse material available online may have been generated in a family environment. Online abuse can also take the form of cyber-grooming or self-generated sexual content under coercion. 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 nude or semi-nude images and/or videos including those generated by AI e.g. deepfakes (often referred to as the sharing of nudes/semi-nudes, or sexting); 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 (HSB): Children's sexual behaviour exists on a continuum, ranging from developmentally expected behaviour to behaviour that is inappropriate, problematic, abusive or violent. HSB may occur online, face-to-face, or through a combination of both. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause harm to the child or others. HSB should always be considered within a safeguarding and child protection context and assessed in line with the Hackett Continuum.

Sexual behaviour between children may 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.

The School will respond to all signs, reports and concerns of HSB, sexual harassment and sexual violence, including where behaviour falls at the lower end of the continuum. Early intervention in inappropriate sexual behaviour, including misogyny/misandry, can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Children who display HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

2. SPECIFIC FORMS OF ABUSE AND SAFEGUARDING ISSUES

Annex A 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
- '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

Definitions

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.

Prevention

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 mental health problems, abuse, 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.

Staff must follow the School's procedures for dealing with children who are absent or missing from school, particularly persistently or for prolonged periods. The School's procedures for dealing with children who are absent and missing are set out in the School's Attendance Policy.

Working with the local authority

The School will inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition times in accordance with the requirements of The School Attendance (Pupil Registration) (England) Regulations 2024. The procedure is set out in the School's Attendance Policy. This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, exploitation or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action will be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

When working with local authority children's services where school absence indicates safeguarding concerns, the School will have regard to the 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
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)
Definitions
Child criminal exploitation (CCE) is a form of abuse in which an individual or group organised network exploits an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity for the benefit of the perpetrator or in exchange for something the child wants or needs. CCE can involve activities such as county lines, drug trafficking, theft, violence, carrying weapons, or other criminal offences, and may occur in person or online. Children may be exploited by adults or other children, through threats, violence, debt or grooming, and may not recognise that they are being exploited. A child cannot consent to their own exploitation, and both victims and those who appear to be perpetrators should be viewed as potential victims of abuse.

Child sexual exploitation (CSE) is a form of child sexual abuse in which an individual or group/organised network exploits an imbalance of power to coerce, manipulate or deceive a child into sexual activity, often in exchange for something the child needs or wants or for the benefit of the perpetrator. CSE can affect any child regardless of age, sex or background, may involve contact or non-contact abuse, occur online or offline, and can be a one-off incident or take place over time. Children may not recognise they are being exploited and may believe they are in a genuine relationship, while victims can be coerced through force, threats, manipulation or enticement and may be criminalised for actions carried out as part of their exploitation.

Group-based CSE involves two or more individuals working together, or known and connected to one another, to sexually exploit a child. This may include grooming, introducing children to others for exploitation, trafficking, receiving payment for sexual activity involving a child, or providing a location for abuse. It can be perpetrated by adults or children, within or outside the family, and may involve organised or loosely connected groups.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse. CCE and CSE can include children who have been moved (commonly referred to as trafficked) for the purpose of exploitation and therefore CCE and CSE may include modern slavery.

Response to suspected cases of CCE and CSE
Where there are concerns that a child may be experiencing CCE or CSE, staff should treat it as a child protection and safeguarding matter and report concerns immediately to the DSL.

The School will ensure that concerns about exploitation are responded to promptly and that appropriate early help and targeted support are considered at the earliest opportunity. The child and their family will, wherever appropriate, be involved in planning and support arrangements.

Where there are concerns that a child is at risk of CSE or CCE, the School will share information with relevant agencies, including Avon and Somerset Police's Operation Topaz and Bristol's Violence Reduction Unit (Safer Options), where appropriate, to support risk assessment, safeguarding, disruption of exploitation, and access to specialist support.

The School will work closely with partner agencies and respond appropriately to missing-from-home notifications, ensuring relevant information is recorded on the child's safeguarding record and used to inform risk management, behaviour support and educational provision.

A relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

2.3 Domestic Abuse

Operation Encompass is a partnership between the police and schools. The Police are required to notify the School if they have reasonable grounds to believe that a child may be a victim of domestic abuse. This will enable the School to take proactive action and to make reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Information received through Operation Encompass will be handled in accordance with the relevant information-sharing protocol, safeguarding requirements, and any guidance provided by Avon and Somerset Police. The School will treat such information as highly confidential and will only share it on a need-to-know basis to safeguard and support the child concerned.
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 Violence

Staff should be aware of the risk factors associated with serious violence, which may signal children are at risk from, or are involved with, serious violent crime. These may include being male, persistent absence from school, suspension or exclusion, 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, a history of committing violence, and/or unexplained gifts or new possessions and having previously experienced maltreatment.

Staff should be aware that children involved in violence may themselves be vulnerable and in need of safeguarding support.

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.

Staff must report any concern about a child carrying or using a weapon, or expressing intent to do so, to the DSL immediately. The DSL should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict. Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support.

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, regardless of whether the child consented. 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 A 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

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.

Clifton High School

Appendix 2 – External Safeguarding Contacts

All key single agency policies relevant for education 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

Priority safeguarding contacts		
If you have concerns about a child/young person in Bristol		
If a child is at immediate risk call the police.	POLICE – 999	
To make a referral where a child is likely to suffer, or is suffering, significant harm, call children's social care.	FIRST RESPONSE – 0117 903 6444	
Out of hours referrals.	EMERGENCY DUTY TEAM – 01454 615 165	
Mental health crisis support, 24 hours a day, 7 days a week.	Bristol Mental Health – 0300 555 0334	
To raise concerns and ask for advice about radicalisation. Also contact First Response where appropriate.	PREVENT DUTY – 01278 647466 PreventSW@avonandsomerset.police.uk	
To liaise with the specialist safeguarding police unit.	Lighthouse Safeguarding Unit (Avon and Somerset Police) – 01278 649228 LighthouseBristol@avonandsomerset.police.uk	
For advice and guidance about whether to make a referral.	Family Help	
South 0117 903 7770	East Central 0117 357 6460	North 0117 352 1499
If you have concerns about a professional working with a child		

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To raise concerns and ask for guidance in relation to the conduct of someone who works with children.	Local Authority Designated Officer (LADO) T: 0117 903 7795 KBSP LADO notification form

For information, advice and guidance in relation to safeguarding policy and procedures		
Safeguarding in Education Team T: 0117 922 2532 E: Safeguardingineducationteam@bristol.gov.uk		
South Advisor Helen Macdonald helen.macdonald@bristol.gov.uk 0117 922 2533	East Central Advisor Elizabeth Male Elizabeth.male@bristol.gov.uk 0117 922 2532	North Advisor Colin Clements Colin.clements@bristol.gov.uk 0117 922 2532

Additional safeguarding contacts	
Child sexual exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul
Safer Connections Partnership support: to request non-urgent, non-case-specific support from the Partnership Team, such as consultations, training, or coordination around emerging concerns. E: saferconnections@bristol.gov.uk	
Report a Child Missing from Education	Bristol City Council – Education Welfare https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme
Children affected by forced marriage	Forced Marriage Unit T: 020 7008 0151 E: fmu@fco.gov.uk
Online safety advice	Professional Online Safeguarding Helpline T: 0344 381 4772 E: helpline@saferinternet.org.uk
Reporting online abuse and grooming	Child Exploitation and Online Protection command https://www.ceop.police.uk/ceop-reporting/
FGM advice	NSPCC FGM Helpline T: 0800 028 3550 E: fgmhelp@nspcc.org.uk
Domestic abuse support in Bristol	Directorate of local and national services https://www.bristol.gov.uk/crime-emergencies/abuse-violence

Young carers – advice and support	Carers Support Centre T: 0117 958 9980 W: https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/
Whistleblowing professional policy	NSPCC Whistleblowing Hotline T: 0800 028 0285 E: help@nspcc.org.uk
Child and Adolescent Mental Health Service (CAMHS)	
Primary Mental Health Specialists advice – Child and Adolescent Mental Health	
South 0117 340 8121	East Central 0117 340 8600 North 0117 354 6800
Avon and Wiltshire Mental Health Partnership NHS Trust 24/7 crisis line: 0800 953 1919	
Advice around harmful sexualised behaviour.	Be Safe 0117 340 8700 W: https://www.awp.nhs.uk/camhs/camhs-services/HSB-services/be-safe
Sexual behaviours guidance and training.	Brook Traffic Light Tool CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course

Local authority contact details

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
South Gloucestershire	Access and Reponses Team • 01454 866000 - Monday to Thursday 9.00 – 5.00, 4.30 on Friday • accessandresponse@southglos.gov.uk Website: https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/	Emergency Duty Team 01454 615165
North Somerset	Care Connect • 01275 888 808 –Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm	

	Website: https://www.northsomersetsafeguarding.co.uk/children-safeguarding-board/i-work-with-children/how-to-make-a-referral	
Bath and North East Somerset (BANES)	**Children's Social Work Services** • **01225 396312 or 01225 396313** Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm. • request for service form and email it to ChildCare_Duty@bathnes.gov.uk **Website:** https://beta.bathnes.gov.uk/report-concern-about-child	

Area Social Work offices
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

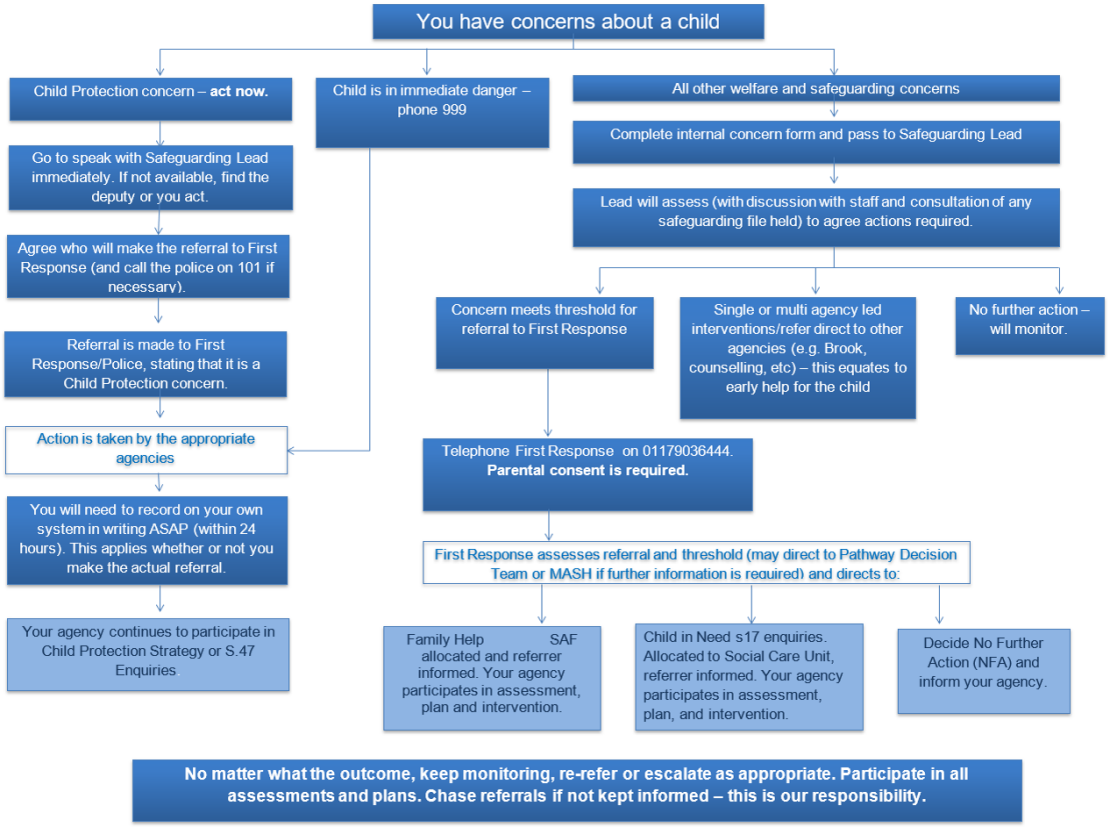
Other contact details

- 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)

Clifton High School

Appendix 3 – Reporting Concerns

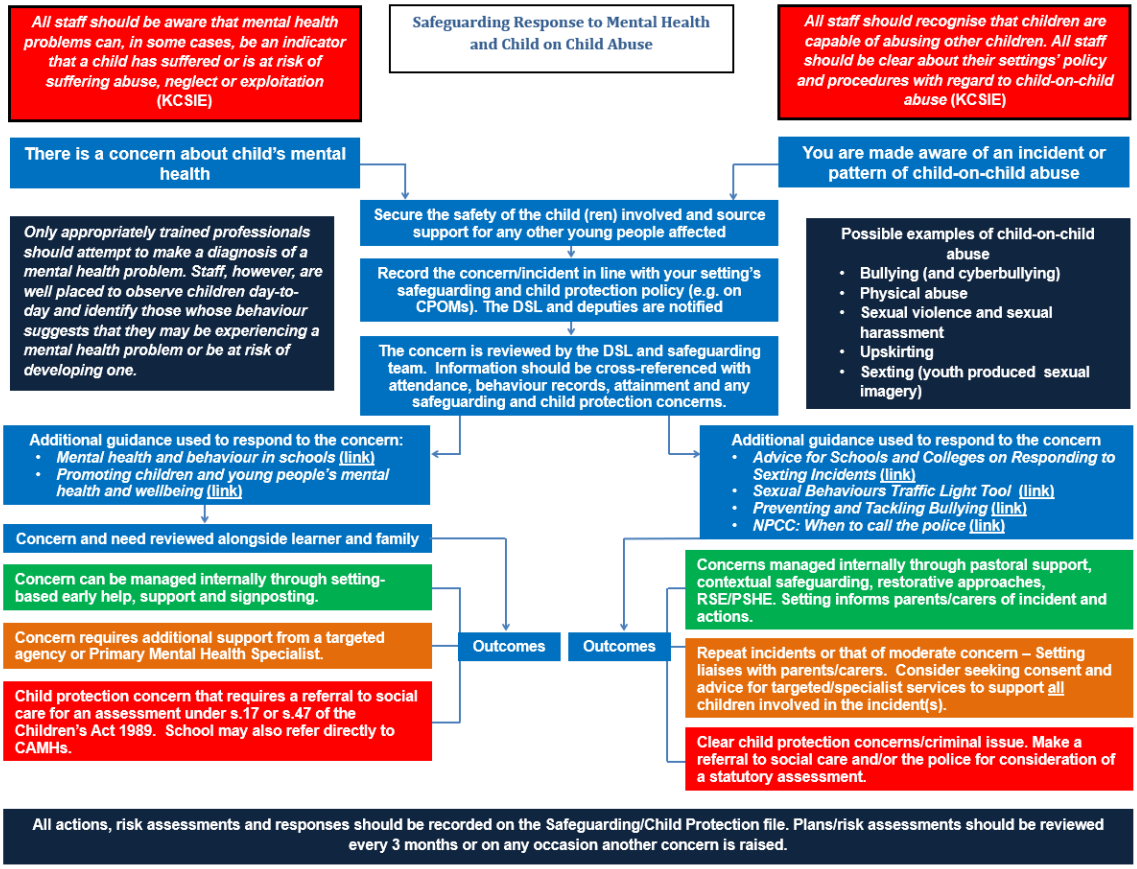
Reporting Concerns Flow Chart – Bristol:



[Make a safeguarding referral to First Response for professionals]

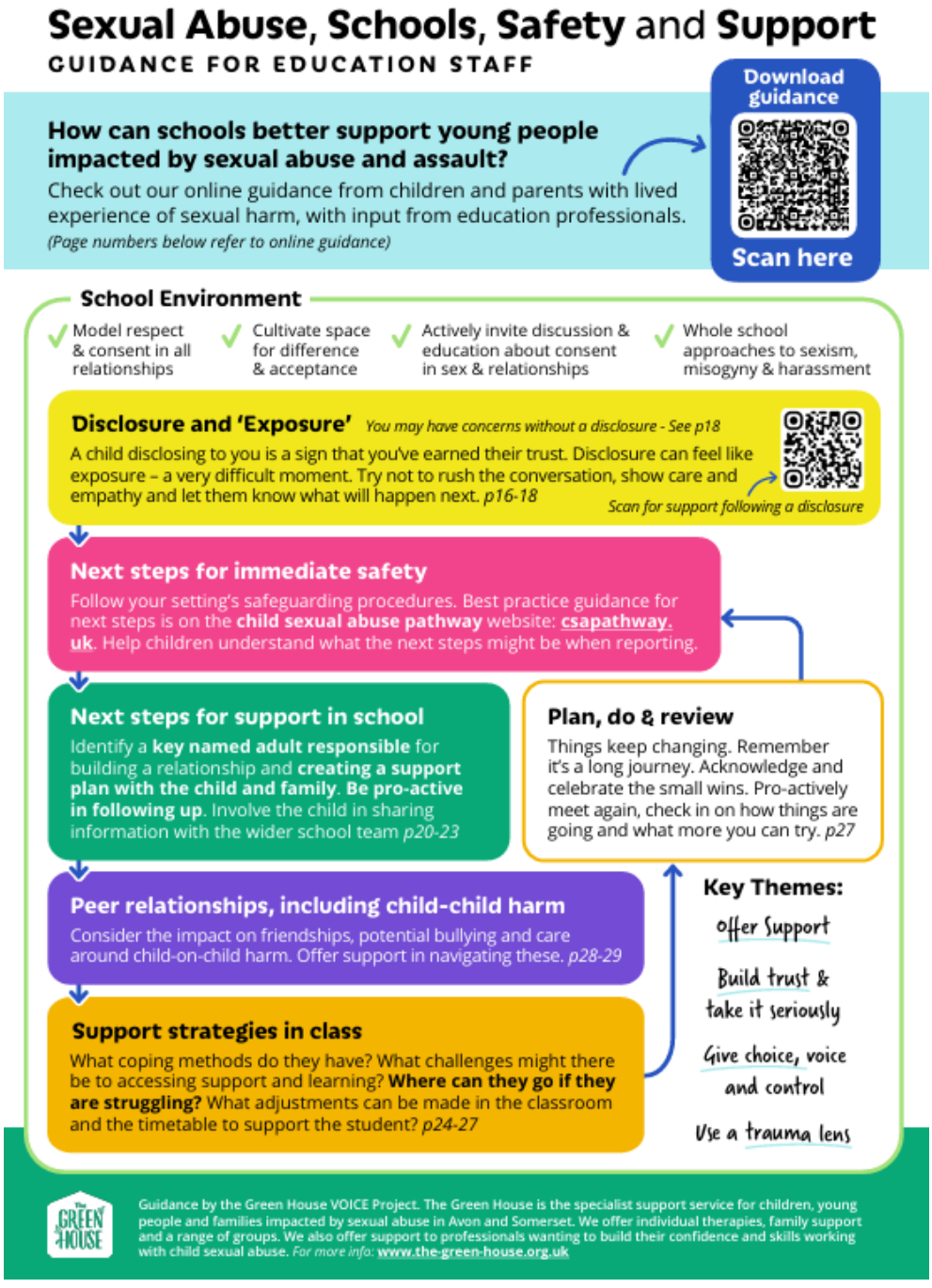
Clifton High School

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



Make a request for targeted support

Clifton High School



The Green House is the specialist support service for children, young people and families impacted by sexual abuse in Avon and Somerset. They offer individual therapies, family support and a range of groups.

Clifton High School

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.

Clifton High School

Version history

Version	Date	Section	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
09.25 v1	01.09.2025	Part B: s. 1.2.1, 2.1, and 2.2. Part C: s.6.	Policy updated to reflect Keeping Children Safe in Education 2025 and Early Years Foundation Stage 2025.	Mr Luke Goodman

10.25 v1	15.10.2025	Appendix 1 para. 2.1	Section updated to refer to the reporting requirements in The School Attendance (Pupil Registration) (England) Regulations 2024.	Mr Luke Goodman
03.26 v1	09.03.2026	Contacts Pt A s.3 Pt B s.1 Pt B s.5 Appx 2	Governors' contact details updated. Updated. Responsibilities of Governors, Designated Safeguarding Governor, Head of School and DDSLs clarified. Rules re. mobile phones in EYFS updated. Contact details updated.	Mr Luke Goodman
04.26 v1	20.04.2026	B, para. 4 & 9, C. para 3, Appx. 1	Updated to reflect changes to Working together to safeguard children 2026.	Mr Luke Goodman
09.26 v1	01.09.2026	 Part B, 1.2 Part B, 4.2.2 Part C, 3 Part C, 4 Part C, 8 Part D, 7 Part H Appendix 1 Appendix 2	Updated to reflect changes to KCSIE 2026: Updated safeguarding governor roles. Updated info sharing between settings. Updated early help section. Redrafted mental health section. Updated safeguarding records section. Added trainee teachers to procedure. New section inserted. Updated definitions in sections 1, 2.2, 2.3 and 2.6 Updated safeguarding contact info.	Mr Luke Goodman
11.26 v1	25.11.2026	Part B, 4.2	Updated to reflect the new statutory information sharing duty.	Mr Luke Goodman