



COLLEGIATE

INDEPENDENT CO-EDUCATION
FROM NURSERY TO SIXTH FORM

**Policy Title: Child Protection and Safeguarding Policy
(Whole School)**

This Policy also applies to Pre-Prep

Date of Issue: September 2024

Date of Review: September 2025

References: South West Child protection Services

<https://www.proceduresonline.com/swcpp/bristol/index.html>

Keeping Children Safe in Education (KCSIE), September 2024

Working Together to Safeguard Children, December 2023

Keeping Bristol Safe Partnership (KBSP)

Sexual Violence and Sexual Harassment Between Children in
Schools and Colleges, September 2021

What to do if you are worried a child is being abused, advice for
practitioners, March 2015

NSPCC

Attendance and Registration Policy (Senior School / Prep School)

IT Acceptable Use Policy (Pupils) (Senior School / Prep School)

IT Acceptable Use Policy (Staff, Governors and Visitors) (Whole
School)

Anti-Bullying Policy (Senior School / Prep School)

Behaviour Policy (Senior School / Prep School)

Complaints Policy (Whole School)

Equal Opportunities Policy (Whole School)

E-Safety Policy (Senior School / Prep School)

Safer Recruitment Policy; including single central register (Whole School)

Supervision of Pupils Policy (Senior School / Prep School)

Whistleblowing Policy (Whole School)

Social Media Policy (Whole School)

Health and Safety Policy (Whole School)

Missing Pupil Policy (Whole School)

Positive Handling (Restraint) Policy (Whole School)

Preventing Extremism and Radicalisation Policy (Whole School)

Staff Code of Conduct (Whole School)

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2.15	28/06/2023	Annual policy review. Updates made following release of KCSIE (2023).
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2.16c	08/01/2024	Updates to reflect changes to Working Together to Safeguard Children
2.17	04/07/2024	Annual policy review. Updates made following release of KCSIE (2024).

This policy is made available to parents of all pupils, on the school website and on request from the school office. It is available to the staff at the school from the school website, in the Staff Handbook and on request from the school Office. Content of this policy is directly discussed with new staff upon induction into the school.

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

Definitions

Safeguarding is defined as: Providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside the home, including online, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child Protection refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

A **child** is anyone who has not yet reached his/her 18th birthday. However, this policy applies to all pupils in this school.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

See Appendix 1 for more information on the types of abuse.

Policy Statement

Collegiate School is committed to safeguarding and acting in the best interests of the child. Safeguarding and promoting the welfare of children is everyone's responsibility. We recognise that some children may be especially vulnerable to abuse, e.g. those with special educational needs and disabilities (SEND) or those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school their behaviour may be challenging, we recognise that some children who have experienced abuse may harm others. We aim to take a considered and sensitive approach in order that we can support all our pupils; their welfare is of paramount importance. Collegiate recognises three categories of safeguarding concern:

- 1) Child in Need (Early Help)** – where a child is in need of support from one or more agencies an Early Help Assessment is recommended. Early Help is a collaborative approach to ensure young people in need receive help at an early stage from universal services to reach their potential. A request for assessment can be raised by contacting:

Bristol Families in Focus Team

0117 3521499

<mailto:https://www.bristolsafeguardingineducation.org/local-safeguarding-services/team-around-the-school-tas-families-in-focus/>

Access and Response team (South Gloucestershire)

01454 866000

<https://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/concerned-about-a-child-2/>

- 2) Child at Risk** –a child who has suffered or is likely to suffer immediate harm - refer to the local authority (and, if necessary, the police), immediately contact:

Bristol First Response: 0117 9036444, or

Access and Response for South Gloucestershire (ART): 01454 866000

- 3) Child Suffering Abuse** –when a child is intentionally harmed by an adult or another child - refer to Social Services, immediately contact

Bristol First Response: 0117 9036444, or

Access and Response Team for South Gloucestershire (ART): 01454 866000

If necessary, emergency services: 999

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with government publications:

- Keeping Children Safe in Education, September 2024 (KCSIE)
- Disqualification under the Childcare Act 2006
- The Equality Act 2010
- The Human Rights Act 1998
- What to do if you're worried a child is being abused, March 2015
- Working Together to Safeguard Children, December 2023 (WT)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges, September 2021
- Relationships and Sex Education (RSE) and Health Education September 2021

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018
- Prevent Duty Guidance for England and Wales, April 2021 (*Prevent*)
- The Prevent Duty: Departmental advice for schools and childcare providers (August 2015)
- The Prevent Duty: The use of social media for online radicalisation (July 2015)
- Safeguarding Children and Safer Recruitment in Education (April 2012)
<https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education>
- Keeping Bristol Safe Partnership (KBSP) Threshold Guidance
- South West Child Protection Procedures

The child protection and safeguarding policy is reviewed annually (as a minimum) and updated it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

Aims of the Policy

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued, confident and respected, and know how to approach adults if they are in distress, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, including child on child abuse.
- To ensure that all staff members working with children maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- To provide a systematic means of monitoring children known or thought to be in need, at risk of harm, at risk of radicalisation and/or exploitation and to ensure that the school contributes to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff and between the school and external agencies (e.g. Police, Keeping Bristol Safe Partnership KBSP).
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse, ensuring that this approach is child-centred, acting in the best interests of the child.

- To ensure that all adults within our school who work with children have been checked as to their suitability.

Safe Practice

Designated Safeguarding Leads and Deputy Designated Safeguarding Leads

Senior School

Designated Safeguarding Lead (DSL): Alison Willis, Assistant Head (Well-being).

Deputy Designated Safeguarding Leads (Deputy DSLs):

Dylan Boyce, Assistant Head (Pastoral);
Charlotte Taylor – Smith, School Librarian;
Charlotte Flay, Head of Equality, Diversity and Inclusion;
Lucy Cook, School Nurse

Prep School

Designated Safeguarding Lead (DSL; including EYFS): David Edwards, Head of Prep School.

Deputy Designated Safeguarding Leads (Deputy DSLs):

Oli Barwell, Assistant Head Pastoral;
Charlotte Taylor – Smith, School Librarian;
Lucy Cook, School Nurse

Role of the Designated Safeguarding Leads and the deputies Designated Safeguarding Leads

Designated Safeguarding Leads

Members of the senior management team are appointed to the role of DSLs in the Senior and Prep School, ensuring those carrying out this role have appropriate status and authority. The DSLs take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) and they are given time, funding, training, resources and support to carry out their role effectively. The DSLs provide advice and support to other staff on child welfare and child protection matters; they take part in strategy discussions and inter-agency meetings and/or support other staff to do so; and they contribute to the assessment of children.

The DSL takes lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have

experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

The DSLs and any deputies liaise with the three safeguarding partners (the local authority, the local clinical commissioning group and the local police) and work with other agencies in line with Working Together to Safeguard Children. 'The NPCC guidance 'When to call the police' helps designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Deputy Designated Safeguarding Leads

All deputies are trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Managing referrals

The DSLs:

- Refer cases of suspected abuse to the local authority children's social care, Bristol's First Response Team or South Glos, Access and Response Team (ART) as and when required.
- Support staff who make referrals to First Response or ART.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency (TRA), as required
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Head to inform him of issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [pace-code-c-2019](#)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Training

Designated Safeguarding Lead and Deputy Designated Safeguarding Lead training

The DSLs and Deputy DSLs in both the Senior and Prep Schools are externally trained in child protection and inter-agency work by the Keeping Bristol Safe Partnership (KBSP) and Trading with Schools' Safeguarding in Education Team (SET) on a two-yearly cycle.

The Senior School DSL has completed the Channel General Awareness Module and is trained to deliver WRAP (Workshop to Raise Awareness of Prevent).

In addition to the formal training set out above, the DSLs and their Deputies refresh their knowledge on safeguarding and child protection via on-line updates and notifications and meetings with other DSLs at forums with the KBSP and Trading Schools, Bristol Education Partnership and Independent school's network for DSLs. Such training takes place at regular intervals, and at least annually, to enable the DSLs and Deputy DSLs to keep abreast of any developments. This training ensures that the DSLs and their deputies can:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- be aware of pupils who have a social worker;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with relevant staff;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection and safeguarding policy and procedures, especially new and part-time staff;
- ensure the school Child Protection and Safeguarding Policy and related policies are known publicly, via the school website;
- liaise with the Local Safeguarding Children Board (KBSP) to ensure staff are aware of training opportunities and the latest local policies on safeguarding;
- are alert to the specific needs of children in need, those with SEND and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals (this will help if/when responding to any complaints about the way a case has been handled by the school);
- understand and support the school with regard to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- encourage a culture of listening to children and a child- centred approach, taking account of their wishes and feelings and implementing any measures to protect children.

Teaching and non-teaching staff training

All teachers, support staff and supply teachers, volunteers, the Head and Governors receive regular (at least annual) training in child protection, online safety (including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) – and safeguarding, in line with advice from the DfE and KPSB. To deliver this, the school provides face-to-face training from appropriate external agencies and the school's DSLs as well as on-line

training (e.g. Educare), as appropriate training in child protection and safeguarding is planned to ensure all teachers, support staff, supply teachers, volunteers, the Head and Governors have a secure understanding of safeguarding and child protection matters and develop their understanding of key risk areas (e.g. cyberbullying). Arrangements are put in place to ensure our staff, volunteers and Governors receive regular updates on child protection.

The governing body has a strategic leadership responsibility for the school's safeguarding arrangements and receives appropriate safeguarding and child protection training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding.

All staff, including temporary staff and volunteers, are provided with induction training which includes:

- the school's **Child Protection and Safeguarding Policy**, including policy and procedures on how to deal with child on child abuse and online safety
- the **role and identity of the DSLs and their Deputies**
- **KCSIE Part 1 and Annex A** September 2024 (Part one for staff who do not work directly with children)
- the **Staff Professional Code of Conduct**, which includes: acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media
- the **Low-Level Concerns policy**
- our **Behaviour Policy**, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- our **Anti-Bullying policy**
- our **Whistleblowing Policy**
- are alert to the specific needs of children in need, those with **SEND** (and being more prone to peer group isolation and bullying)
- the safeguarding response to children who go missing from education (**CME**), **particularly unexplainable and/or persistent absences from education**,
- updates on child protection via email or bulletins.

Early Help

All staff should be particularly alert to the potential need for **early help assessment** for a child. Any child may benefit from early help, but all school 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 (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from school
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Child Protection Files

- When pupils join the school, the DSL will ensure the file is kept in a secure place and the appropriate action(s) are taken to support the child.
- When children leave the school, the DSL ensures the Child Protection file is transferred securely to the new school as soon as possible and separately from the main pupil file. This allows the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives. Confirmation of receipt must be obtained from the new school. The DSL will share any additional information they have, in advance, with the child's new school so that they can

be best supported when they arrive. This includes those children receiving support through the “Channel” Programme.

Availability

During term time the DSLs, or Deputy DSLs, are always available during school hours for staff in the school to discuss any safeguarding concerns. Generally speaking, whilst the DSLs, or Deputy DSLs, would be expected to be available in person, in exceptional circumstances they must be available via phone and /or secure virtual communication. Contact details are on the school website.

The DSLs ensure cover arrangements for any out of hours/out of term school activities.

Governance

The Governors take seriously their responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are in need or suffering harm. The Governing body is aware of their obligations under the Human Rights Act 1998 Human Rights Act 1998 (legislation.gov.uk) - rticles 3,8,14,Protocol 1 article 2), the Equality Act 2010 Equality Act 2010 Advice for schools, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

The Governors undertake an annual review of the school's Child Protection and Safeguarding Policy and procedures and of the effectiveness with which the related duties have been discharged.

The Safeguarding and Child Protection Governor is **Mrs Anne Burrell** and can be contacted, in confidence, through the Director of Finance and Clerk to the Governors – Clerk@collegiate.org.uk

The following should be read in conjunction with the school's Staff Code of Conduct.

Online Safety

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 online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. It is essential that all children are safeguarded from potentially harmful and inappropriate online material. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, misandry, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel our pupils or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Filtering and monitoring

Filtering and monitoring of school devices and our school network are an important part of our online safety procedures and the IT support and safeguarding team regularly review its effectiveness (at least annually). We also recognise that total restriction is impossible and that many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G mobile networks. This access means some children, whilst at school, have potential opportunities to sexually harass their peers via their mobile and smart technology, share indecent images (consensually or non-consensually, often via large chat groups), and view and share pornography and other harmful content.

Managing online behaviours

The school has a clear e-Safety policy which covers the use of mobile technology and explains how we look to keep pupils safe in school. Online bullying is treated as seriously as any other type of bullying and is managed through our Anti-Bullying Policies.

All pupils are required to sign our IT Acceptable Use Policy, which outlined clear expectations about the use of information and communication technology inside and outside the classroom, including situations where pupils are learning remotely.

Staff working within the EYFS must securely store mobile phones and not use them whilst they are working with children, except in the case of an emergency.

The school undertakes an annual review of online safety using the SWGfL 360 Safe tool. We take pro-active steps to address emerging threats to the safety and security of our pupils, staff, and Governors.

Staff Professional Code of Conduct

All teachers, support staff, volunteers and Governors must sign our Code of Conduct. This document clearly sets out the professional behaviours, boundaries, responsibilities and values we expect all adults to adopt when working with our pupils.

All staff are made aware that inappropriate behaviour with or towards children is unacceptable. In particular, the Sexual Offences Act 2003 states it is an offence for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This duty of care also applies to those aged 18 years and over who are still pupils at the school.

All staff must be clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school. It is important that staff are aware that any concerns, including low level concerns, are taken seriously and the appropriate action will be taken to safeguard children.

Low – level concerns

Creating a culture in which **all** concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- encourage an open and transparent culture
- enable the school to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small; even if it just causes a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language
- humiliating pupils

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's low-level concerns policy and should be reported to the Head and relevant agencies. If the school are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

It is unrealistic to suggest that teachers should never touch pupils and they and other staff in schools have the right to use reasonable force to control or restrain pupils in certain circumstances. When using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions, we should consider and recognise the risks and the additional vulnerability of children in these groups. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers, the school can aim to reduce the occurrence of challenging behaviour and the need to use reasonable force. Specific guidelines are given in the DfE document: The Use of Force to Control or Restrain Pupils (<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force>).

Teaching Safeguarding, including online safety

The school is committed to ensuring, through the broad and balanced curriculum and our PSHE programme, that pupils are aware of behaviours towards them that are not appropriate or acceptable and how they can keep themselves safe, including online. The school also recognises that a one size fits all approach may not be appropriate for some children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. The balanced curriculum covers relevant issues through Relationships Education (for all primary pupils) and Relationships and Sex Education (RSE, for all secondary schools) and through Personal, Social, Health and Economic (PSHE) education. The school aims to prepare pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school's values are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. The curriculum is inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). The PSHE programme addresses at an age-appropriate stage issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these behaviours are always unacceptable.

The following resources offer support and guidance:

- Statutory guidance: relationships education relationships and sex education (RSE)
- <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>
- [teaching-online-safety-in-schools](#)
- [Sharing nudes and semi-nudes: advice for education](#)
- Public Health England: <https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>
- <https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

The PSHE programmes incorporate discussion of British Values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and for those without faith. Pupils are informed of those to whom they might talk, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. The School Counsellor works in collaboration with the pastoral staff to support pupils, providing a listening and counselling service.

Partnership with parents

The school shares a purpose with parents to keep every child safe from harm and to promote each child's welfare. We are committed to working with parents positively, openly and honestly. We ensure that parents are treated with respect, dignity and courtesy. We respect parents' right to privacy and confidentiality. However, it may be that the school takes the decision to refer information to external agencies without parental consent when it is necessary to do so in order to protect a child.

The school undertakes to share with parents any concerns we may have about their child unless doing so may place a child at risk of harm.

We encourage parents to discuss with staff any concerns they have. We inform parents that we have a Child Protection and Safeguarding Policy and that it is published on the school website.

Designated Staff

Staff with designated responsibilities for child protection are:

Chair of Governors

Mr Nick Baker (contacted via Clerk to the Governors)

Clerk@collegiate.org.uk

0117 9655207

Governor responsible for Child Protection and Safeguarding

Mrs Anne Burrell (contacted via Clerk to the Governors)

Clerk@collegiate.org.uk

0117 9655207

Head

Mr Jeremy McCullough

head@collegiate.org.uk

0117 965 5207

Senior School

Designated Safeguarding Lead

Miss Ali Willis (Assistant Head, Pastoral)

awillis@collegiate.org.uk

0117 965 5207

Deputy DSLs in the Senior School

Dylan Boyce (Assistant Head, Pastoral)

dboyce@collegiate.org.uk

Charlotte Taylor – Smith (School Librarian)

ctaylor-smith@collegiate.org.uk

Charlotte Flay (Head of Equality, Diversity and Inclusion)

cflay@collegiate.org.uk

Jo Blair (Director of Learning Support and EAL)

jblair@collegiate.org.uk

Lucy Cook (School Nurse)

lcook@collegiate.org.uk

Prep School**Designated Safeguarding Lead and DSL for EYFS**

David Edwards (Head of Prep School)

dedwards@collegiate.org.uk

0117 965 5297

Deputy Designated Safeguarding Leads

Stephanie Evans (Head of Pre-Prep)

sevans@collegiate.org.uk

Jo Blair (Director of Learning Support and EAL)

jblair@collegiate.org.uk

Olly Barwell (Assistant Head, Pastoral)

obarwell@collegiate.org.uk

Lucy Cook (School Nurse)

lcook@collegiate.org.uk**External agencies**

First Response Children's Social Care (child at immediate risk of harm)	Bristol	0117 9036444	
	South Glos	Emergency Duty Team - 01454 615 165 01454 866000	
Access and Response Team (ART)			
Police, fire, emergency	999	Non-emergency 101	
Police Child Abuse Investigation Team (CAIT)	0117 945 4320		
Families in Focus (for advice and guidance on referrals and early help)	North	East Central	South
	0117 3521499	0117 3576460	0117 9037770
LADO (for allegations)			

Bristol Nicola Laird 0117 9037795 Mobile: 07795 091020 Fax: 0117 9037153 nicola.laird@bristol.gov.uk	Bath and North East Somerset Jackie Deas 01225 396810 Jackie_deas@bathnes.gov.uk	North Somerset Nicola Bennett 01225 396974 Nicola_bennett@bathnes.gov.uk	South Gloucestershire Tina Wilson 01454 868508 tina.wilson@southglos.gov.uk
Preventing Radicalisation	Prevent duty Liaison office DI Dickon Turner or DS Mandy Pilling 0117 9455539	Channel Police Practitioner Jenni Marshall 0117 9455539 channelsw@avonandsomerset.pnn.police.uk	Non – emergency advice 020 73407264 Counter-extremism@education.gsi.gov.uk
Children Missing from Education (CME) and Children Absent from Education	Rachel Dolling Rachel.dolling@bristol.gov.uk 0117 9036444	Gill Tippetts Gill.tippetts@bristol.gov.uk	childrenmissingeducation@bristol.gov.uk
Disclosure and Barring Service (DBS)	01325 953 795	Disclosure and Barring Service PO Box 181Darlington DL1 9FA	dbsdspatch@dbs.gsi.gov.uk
NSPCC Childline	0800 800 5000 0800 1111		nspcc.org.uk childline.org.uk

Pupil information

In order to keep children safe and to provide appropriate care for them, the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- where reasonably possible, two emergency contact details
- details of any relevant court orders
- the name and contact details of the GP
- details of any other factors which may impact on the safety and welfare of the child

Identifying children and young people who may be suffering significant harm

Whilst all children should be protected, it is important that all staff recognise that some groups of children, are potentially at greater risk of harm than others.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which could give rise to concerns that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff at Collegiate are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. More information and resources from PHE can be found here: [mental-health-and-behaviour-in-schools--2](#) and [every mind matters](#)

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy. The DSL works closely with the senior mental health lead, SENCO and school nurse to support and promote wellbeing, resilience and mental health.

Children with special educational needs and disabilities or physical health issues

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. The school understands that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

Any reports of abuse involving children with SEND should receive additional support from the school's SENCO in close liaison with the designated safeguarding lead (or deputy).

Further information: [SEND code of practice :0-25](#)

[Supporting pupils at school with medical conditions](#)

NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people

Children who are lesbian, gay, bisexual, or gender questioning

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

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 targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder. It recommended that when families/carers are making decisions about

support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed. Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, **unexplainable and/ persistent absences from school** and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

- bullying, including online bullying
- child on child abuse (including teenage relationship abuse)
- domestic violence
- alcohol and drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- honour based abuse
- gangs and youth violence
- child criminal exploitation (*including county lines*) and child sexual exploitation
- Radicalisation

Staff should also be aware of the additional vulnerability to abuse of those pupils with SEND. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and;
- communication barriers and difficulties in overcoming these barriers.

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should be aware of the important role they have to play in preventing it and responding where they believe a child may be at risk from it and that such behaviour must be challenged. Staff should understand that even if there are no reports in school, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy) immediately. Staff should be clear about the school's procedures with regard to child on child abuse including:

- procedures to minimise the risk of child on child abuse;
- the systems in place for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of child on child abuse will be recorded, investigated and dealt with;
- clear processes as to how children affected by child on child abuse will be supported;
- a recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported;
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- recognition that it is more likely that girls will be *victims* and boys' *perpetrators*, but that all child on child abuse is unacceptable and will be taken seriously.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children, sometimes known as 'teenage relationship abuse';
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school will take all allegations of child-on-child abuse seriously and reported incidents will be thoroughly investigated. All staff should ensure that all pupils are aware of the anonymous reporting platform *Whisper*, on the school's FROG page, to report any concerns. The child will be assured that the school will always act in their best interests; they will be listened to and offered appropriate support (e.g. pastoral support, counselling and peer support).

When investigating reports of sexual violence and sexual harassment, the school will have due regard for the advice contained in: Sexual Violence and Sexual Harassment Between Children in Schools (DfE Dec 2017). <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> .It is essential that **all** alleged 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.

Staff should deal with any child on child abuse in line with Collegiate's policies on anti-bullying and behaviour.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of

exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self – harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. For further information see appendix 1.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of child abuse and involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying and grooming) of a child or young person under the age of 18. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Further advice is provided in the Home Office's [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)

Further information on so-called "honour-based abuse" (HBA) including Female Genital Mutilation (FGM) and forced marriage

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM. It is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with police and children's social care. The school must, as a matter of course, notify the Police **immediately** when they discover that an act of FGM has taken place. This will normally be done in discussion with the DSL or their Deputy.

Further details for both CSE and FGM can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

<https://www.bristol.gov.uk/bristol-healthy-schools/relationship-health-and-sex-education/relationships-and-sex-education-secondary/abuse-violence-grooming-coercion-and-child-sexual-exploitation>

<https://www.bristol.gov.uk/bristol-healthy-schools/relationship-health-and-sex-education/relationships-and-sex-education-secondary/fgm-hepatitis-b-forced-marriage>

Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdof.gov.uk.

Children Missing Education (CME) or not attending school

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. **It is important that the school's response to unexplainable and/ or persistently absent pupils and children missing education** supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support, includes:

- Guidance on school attendance 'Working together to improve school attendance' including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [children missing education](#)
- general information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#)

Elective Home Education (EHE)

We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. The schools must inform their LA of all deletions from their admission register when a child is taken off roll. Where a parent/carers has expressed their intention

to remove a child from school with a view to educating at home, the school, and other key professionals, will work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. For further guidance visit:

<https://www.gov.uk/government/publications/elective-home-education>

Domestic abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, **if they see, hear or experience the effects of abuse**. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. 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 ability to learn. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both parties should be offered support.

Children with family members in prison, or is affected by parental offending

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded
- ‘Denial of Service’ (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,

- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests. Additional advice can be found at: <https://www.ncsc.gov.uk/https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

Homelessness

In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#)

Extremism and Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's designated safeguarding lead (and any deputies) are aware of local procedures for making a Prevent referral.

The influence of extremists in Bristol is small thanks to the resilience and tolerance of our communities but the risks still exist and it is wise to build on the good work being delivered in a range of other settings which prevent extremism from taking root.

Prevent

The Prevent Duty came into being on the 1st July 2015, following the implementation of The Counter-Terrorism and Security Act 2015, and states that schools are "subject to the duty to have due regard to the need to prevent people from being drawn into terrorism".

At Collegiate we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Staff are able to contact the local Channel Coordination Team if they have a concern about a pupil under the Prevent Duty. Contact the Channel Co-ordination Officer, Jenni Marshall 0117 9455539

channelsw@avonandsomerset.pnn.police.uk

Safeguarding Vulnerable People

Becoming involved in active extremism can put a vulnerable person at risk of being drawn into criminal activity and has the potential to cause significant harm. It is the safeguarding duty of a range of public agencies to protect young people from harm, abuse or exploitation and hence this work will increasingly become a part of the mainstream safeguarding agenda. Prevent work is in the 'noncriminal' area and is primarily about supporting individuals.

The emphasis should be on supporting vulnerable people, rather than informing on or "spotting" those who have become 'radicalised'.

Radicalisation, in this context, is defined as the process by which people come to support terrorism and violent extremism and, in very rare cases, to then participate in terrorist related activity. There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

The process of radicalisation is different for every individual and usually takes place over an extended period.

Vulnerable people can be exposed to the messages of extremist groups by many means. These can be through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet, for example, using websites, on-line forums etc.

If any member of staff or the school community has concerns about a child's well-being in any of the respects described above, it is their duty to report this to the relevant DSL.

Risk Assessment

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified. This assessment will be recorded (see appendix 4) and then regularly monitored and reviewed.

The format of risk assessment as to pupil welfare may vary and may be included as part of the school's overall response to a welfare issue or using the attached risk assessment form. Regardless of the form used, the school's approach will be systematic with a view to promoting pupil welfare.

The information obtained through this process and the action agreed will then be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular pupil or of pupils generally.

Risk assessments are stored securely on the school network. Assessments relating to individual pupils will be held on their pupil records.

At Collegiate we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker. This might involve meetings at the school, accommodating other external agencies such as counsellors or play therapists to support the child.

Looked After Children (LAC)

The most common reason for children to become looked after is as a result of abuse and/or neglect. The school ensures that staff have the skills, knowledge and understanding necessary to keep safe those children who are looked after by the Local Authority. This includes ensuring staff have the information they need about the child's looked after legal status, contact arrangements with parents, care arrangements and delegated authority carers. This work will be led by the relevant DSL who will hold key information.

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year olds [5-11 guide](#) and 12-17 year olds [12-17 guide](#)

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The school will offer additional, pastoral support to the child and work closely with external agencies if necessary.

Symptoms and Signs of Abuse

The following list is by no means exhaustive, but contains the most commonly displayed signs of abuse:

- significant changes in behaviour
- deterioration in general well-being
- unexplained bruising, injuries or marks
- signs of neglect
- comments children make which give cause for concern
- reluctance to go home
- unusual behaviour, tiredness, inability to concentrate
- sexually explicit play or role play, or sexually explicit use of language
- refusal to communicate, appearing extremely withdrawn
- persistent complaints of stomach pains, enuresis soiling
- self-mutilation, excessive attention seeking
- truancy or running away from home
- receiving expensive 'gifts' such as clothing, mobile phones, money (with particular relevance to child sexual exploitation).
- voiced opinions on extremist themes

A fuller list of signs of abuse is available at ['What to do if you're worried a child is being abused'](#) (DfE).

Taking action to ensure that children are safe at school and at home

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. However, it is the duty of staff and governors to take action if they have cause for concern and to follow the correct procedures. Doing nothing is not an option.

Making a Referral

Anyone can make a referral. All staff have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils are recorded and discussed with one of the DSLs or Deputy DSLs prior to any discussion with parents.

Staff must immediately report:

- any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks and scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment
- any concerns that a child is presenting signs or symptoms known to be indicators of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person, including another pupil or pupils at the school
- any concerns regarding a person or persons who may pose a risk to children (e.g. living in a household with children present)

Responding to a Disclosure

Any concern about a child's safety, allegation of abuse or disclosure must be reported. Appendix 2 includes further details about responding to a disclosure and making a report, including:

- how and where to record the concern – all concerns must be reported using the Pupil Disclosure Form ([Appendix 3](#)) and on myconcerns, if a referral is needed, the KBSP referral form: [make-a-referral-to-first-response](#)
- who to pass the concern on to - the school's Designated Safeguarding Lead
- guidelines on how the DSL will respond to a report

Action by the DSL or Deputy DSL

If a concern is raised about a pupil who is not at risk of significant harm the relevant DSL or their deputy will contact the Early Help Team/ Families in Focus to discuss the case and seek advice without initially naming the pupil or the family. Any member of staff can refer their concerns in this way although it is normal practice to go through the DSL or their deputy.

All staff, but especially the DSL (or deputy) should consider the context within such incidents and/or behaviours occur. This is referred to as contextual safeguarding, which means

assessments of children should consider whether wider environmental factors, such as whether children are being harmed in contexts outside the home, are present in a child's life that are a threat to their safety and welfare. Children's social care should consider such factors so it is important that staff provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. (https://www.contextualsafeguarding.org.uk/media/gexd11as/what_is_contextual_safeguarding_-_360p.mp4).

If, at any point, a child has been harmed or is at risk of significant harm, the DSL or their deputy will make a referral to Children's Social Care immediately (**First Response on 0117 9036444**). Anybody can make a referral. The First Response team make the final decision if this risk meets the threshold of abuse.

If a crime may have been committed, the police will be informed from the outset.

The **Bristol First Response** or for South Gloucestershire, **Access and Response Team (ART)** will be informed of all allegations of abuse and will provide advice and guidance, liaising with the designated person, all other parties and monitoring the progress of all cases.

The DSL or Deputy DSL will:

- obtain written details of the allegation or concern, signed and dated by the person reporting it (Appendix 3), then countersign and date this record. If it is difficult to get a written report the DSL or their deputy will make a written record of the conversation with the referrer and sign and date it
- collate and record information and personal details about (i) the child/ren, parents/carers, siblings; (ii) the person against whom the allegation has been made; and (iii) details of any known or possible witnesses, including checking on and recording, with times, dates etc., any other incidents or concerns about the child/ren or the member of staff/volunteer concerned together with actions taken and outcomes
- keep alert for patterns which might suggest the abuse goes further afield and involves other children and adults
- contact the First Response Team **WITHIN ONE WORKING DAY** of receiving the report of an allegation
- inform the person reporting the abuse what action will be taken, in accordance with local procedures and with regard to local information sharing protocols and the need to maintain confidentiality
- help all parties understand the process throughout
- not take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing or interviewing the alleged perpetrator, prior to contacting the First Response Team (or

without the go-ahead from police or social care if a direct referral has been made). The First Response Team will liaise with the police and/or social care as necessary, as they may want to place restrictions on the information that can be shared.

- talk to the child's parents, unless to do so may place a child at risk of harm, impede any police investigation and/or place a member of staff or others at risk.
- not make a decision over what appears to be a 'borderline' case without discussing doubts and concerns with the First Response Team/ART, bearing in mind that this may be done tentatively in the first instance, without giving names.
- discussing the matter with other agencies involved with the family, within 24 hours if deemed appropriate.
- ensure the child's wishes and feelings are considered. All systems and processes should operate in the best interests of the child.

If a formal referral is made the school will follow the procedures as required by the South West Child Protection Procedures and Bristol or South Gloucestershire procedures depending upon the address of the child.

The school uses the Threshold guidance from the KBSP to ensure appropriate decision-making. <https://bristolsafeguarding.org/media/27281/bscb-multi-agency-threshold-guidance.pdf> (Chapter one of Working together to safeguard children provides details of the assessment process).

All information and actions taken, including the reasons for any decisions, will be fully documented and all verbal referrals to social care followed up with written confirmation **within 24 hours**. All records are kept in the Child Protection file.

Recording and Monitoring

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen. The First Response referral form must be completed as soon as possible and sent to the First Response Team.

All child protection documentation will be retained in a Child Protection file, held separately from the child's main file. This will be locked away and accessible only to the relevant DSL and their deputy. These records will be copied and transferred securely to any school or setting the child moves to, clearly marked: 'Child Protection, for the attention of the Designated Person responsible for Child Protection'.

Information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes. As part of meeting a child's needs, it is important for staff to recognise the importance of sharing information with the relevant professionals and agencies. This includes allowing staff to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk. The Data Protection Act 2018 and the UK General data Protection Regulation (UK GDPR) do not prevent the sharing of information for the purposes of keeping children safe. Fears about data protection cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Further guidance on UK GDPR, including the seven golden rules of sharing information, can be found in Appendix 7.

Supporting the Child and Partnership with Parents

The school recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Collegiate's approach is child-centred and good child protection practices and outcomes rely on positive, open and honest working partnerships with parents.

Whilst it may, on occasion, be necessary to make a referral without consultation with parents, the school will make every effort to maintain a positive working relationship with parents, whilst fulfilling the school's duty to consider, at all times, the best interests of the child.

The school will provide a secure, caring, supportive and protective environment for the child. The child will be given a proper explanation, appropriate to the age and understanding of the child, of what action is being taken on his or her behalf and why.

The school will always endeavour to preserve the privacy, dignity and right to confidentiality of the child. The DSL or their deputy will decide which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the child.

Support for Staff

We recognise that staff working in the school who have become involved with a child who is at risk or who has experienced harm, may find the situation stressful and upsetting. We will support such

staff by providing an opportunity to talk through their anxieties with the relevant DSL or their Deputy and to seek further support, as appropriate.

Allegations Regarding Person(s) Working in, or on behalf of, the school, including supply teachers, volunteers and contractors

The Schools has procedures for dealing with concerns and/or allegations against those working in or on behalf of Collegiate in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors and covers the two levels of allegation/concern:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – also referred to as low-level concerns. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the low-level concerns policy.

The following information is about managing cases of any allegations (no matter how small) that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school. This guidance should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO). It is important that allegations are reported and that this should be done without delay. A “case manager” will lead any investigation. This will be either the headteacher or where the headteacher is the subject of an allegation, the chair of governors.

The above relates to members of staff, supply staff, volunteers and contractors who are currently working in any school regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Initial action

Where the school identifies a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children’s social care and as appropriate the police immediately. There are two aspects to consider when an allegation is made:

1. Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that 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 this guidance.

2. Investigating and supporting the person subject to the allegation - the case manager should discuss this, in the first instance, with the LADO, the nature, content and context of the allegation, and agree a course of action.

The person who has received the allegation or witnessed an event will immediately inform the Head, as appropriate, and make a record. If there is a situation where there is a conflict of interest in reporting the matter to the Head, this should be reported directly to the LADO.

- If the allegation is made against the Head the matter will be reported to the Chair of Governors (without the Head being informed) who will contact the LADO and will proceed as the 'Head of Prep School or Head'. The Chair can nominate an alternative Governor if required. They will then proceed as follows:
- The Head will take steps, where necessary, to secure the immediate safety of children and address any urgent medical needs.
- The Head will discuss the allegation with the designated person to clarify any information and to agree a course of action
- The Head will contact the **LADO WITHIN 1 WORKING DAY** of receiving the report of an allegation
- The Head will consult with the LADO and/or the police in order to determine if it is appropriate for the allegation to be dealt with by the school or if there needs to be referral to the Local Authority and/or the police for investigation. In cases of serious harm or if the person is deemed to be an immediate risk to children, the police are informed from the outset. If a crime has been committed a referral is made to the police for investigation
- The alleged perpetrator or person about whom there is a concern is informed of the allegation or concern as soon as possible. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Head or designated person must not do so until those agencies have been consulted and have agreed on what information can be disclosed to the accused
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Head will immediately inform the Chair of Governors and Child Protection Governor of any allegation

You should **not**:

- attempt to deal with the situation yourself

- make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incident/s
- keep the information to yourself or promise confidentiality
- take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing the alleged perpetrator or parents/carers

All allegations should be reported to the Local Authority Designated Officer (LADO) within **one working day**. A **Referral / Request for LADO Consultation** must be completed on all occasions when an allegation is made against a member of staff, supply teacher, volunteer or foster carer, even if the allegation does not require Police response or referral to Children's Social Care.

The LADO for Bristol is: Nicola Laird. Tel: 0117 903 7795 Mob: 07795 091020. The LADO for South Gloucestershire is Tina Wilson. Tel : 01454 868508

https://www.proceduresonline.com/swcpp/bristol/p_alleg_against_staff.html

PLEASE EMAIL TO: childprotection@bristol.gov.uk

PLEASE CALL TO CONFIRM RECEIPT ON 0117 903 7795

The following definitions should be used when determining the outcome of the allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

More detailed guidance regarding the management of allegations against staff can be found in the South West Child Protection Procedures:

<https://www.proceduresonline.com/swcpp/bristol/index.html>

Where such an allegation is made against any person working in or on behalf of the school, the school will apply the same principles as in the rest of this policy and follow the procedures detailed in 'Safeguarding Children and Safer Recruitment in Education, Dealing With Allegations of Abuse Against Teachers and Other Staff' (www.education.gov.uk). Detailed records will be made to include decisions, actions taken and reasons for these. All records will be retained securely.

Whilst the school acknowledges that such allegations may be false, malicious or misplaced, the school also acknowledges that they may be founded. It is therefore essential that all allegations are investigated in accordance with agreed procedures and school policy. Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) and the agency will be kept informed. Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should not be included in any reference.

Passing Information to DBS

The school has a legal duty to report to the DBS promptly any person (whether employed, contracted, a supply teacher, volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met; that is, they have caused harm or posed a risk of harm to a child, whether the person was dismissed, resigned or ceased to provide their services. The school will also make a referral to the TRA (Teaching Regulation Agency) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. See the Safer Recruitment Policy for further guidance.

Review Arrangements

This policy and the efficiency with which related duties have been discharged are reviewed annually by the Governing Body. Any deficiencies or weaknesses in the school's child protection arrangements, as identified by the annual review or through the application of the policy in practice, will be addressed immediately.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If any member of staff is dissatisfied with the way that the DSL or Deputy DSL has dealt with their concern over the welfare of a pupil, they may contact the Head or Chair of Governors. They are also at liberty to contact KBSP and the NSPCC on 0800 028 0285 independently.

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Always remember that the welfare of children is of paramount importance. Further details can be found within the school's Whistleblowing Policy and Advice on Whistleblowing.

Photography and Videos

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, there are individuals who abuse children through taking, using and manipulating images. The school must ensure that safeguarding strategies are in place. To protect children, we will:

- obtain parents' and carers' consent for photographs/videos to be taken or published (for example, on our website or in newspapers or publications). Parents provide such consent through the parental contract and associated privacy notices. Parents are able to revoke consent by contacting the school
- not allow photographers unsupervised access to children
- use only the child's first name with an image
- ensure that children are appropriately dressed
- ensure that only the school's equipment is used to take photos/videos and that devices used to capture photos/videos are open to scrutiny

Parents, guardians or close family members (hereafter, parents) are welcome to take photographs of (and where appropriate, film) their own children taking part in school events, subject to the following guidelines, which the school expects all parents to follow:

- When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and filming devices with consideration and courtesy for cast members or performers on stage and the comfort of others. In particular, flash photography can disturb others in the audience, or even cause distress for those with medical conditions; the school therefore asks that it is not used at indoor events
- Parents are asked not to take photographs of other pupils, except incidentally as part of a group shot, without the prior agreement of that pupil's parents
- Parents are reminded that such images are for personal use only. Images which may identify other pupils should not be made accessible to others via the internet (for example on Facebook), or published in any other way

Photographs taken of children should be part of planned activities and should only be taken with school devices. If parents do not grant permission for their child to be photographed, staff must respect this decision and ensure they do not place such photos on the school website or any other publication without first contacting the parents.

Appendix 1: Types of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse 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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving a child in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging a child to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he or she is worthless or unloved, inadequate, or valued only insofar as he or she meets the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on a child. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 occur during pregnancy as a result of material substance abuse. Once a child is born neglect may involve a parent or carer failing to provide adequate food and clothing, shelter, including exclusion from home or abandonment, failing to protect a child from physical or emotional harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Violence and Sexual Harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. 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.

All staff must be aware of the importance of:

- making clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should **never** be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

All staff working with children are advised to maintain an attitude of ‘it could happen here’. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment wherever it happens, 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. Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships and the importance of understanding intra familial harms and any necessary support for siblings following incidents. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers. Further information is available in part five of KCSIE 2022 and <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Further information on CCE, including county lines

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being.

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

If a member of staff has any concerns or thinks a child may be at risk of county lines exploitation they should refer to the DSL who will follow their local safeguarding guidance and share this information with local authority social services. If you believe a person is in immediate risk of harm, you should **contact the police**.

Appendix 2: Responding to a Disclosure

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. Disclosures or information may be received from pupils, parents, professional agencies or other members of the public.

All staff should be aware of indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside of school, inside and outside of 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. Staff must also consider the use of appropriate terminology; the terms 'victim' and 'alleged perpetrator/s' are often used for recording information, but staff should avoid these terms as not every child considers themselves a victim or would want to be described in this way and the alleged perpetrator/s may also have experienced abusive behaviours.

If a child has clearly been injured and/or there is clear evidence of significant harm or risk of significant harm, staff must make an immediate referral to the police and other emergency services and the First Response team (0117 9036444) and contact the relevant DSL or their Deputy immediately.

The best interests of the child must be considered at all times.

Information received during a disclosure **cannot** remain confidential. Staff must make this clear to the person making the disclosure and then immediately communicate what they have been told to the relevant DSL or their Deputy and make a contemporaneous record. See Appendix 3 (Pupil Disclosure Form). Staff will not investigate but will, wherever possible, elicit enough information and pass this immediately to the relevant DSL or their Deputy in order that they can make an informed decision regarding appropriate action. If the relevant DSL or their Deputy is unavailable, then the member of staff must make the referral.

Staff will:

- reassure victims 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 any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
- listen respectfully and take seriously any disclosure of information that a child may be at risk of harm.
- try to ensure that the person disclosing does not have to speak to another member of school staff.

- clarify the information.
- keep questions to a minimum and of an open nature (e.g. can you tell me what happened?)

Remember the acronym **TED**:

- **T**ell me
- **E**xplain to me
- **D**escribe to me

Try to establish the key information (as on the pupil disclosure form, who, what, where, when).

- not show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child.
- explain sensitively to the person that they have a responsibility to share the information to the DSL or their Deputy
- reassure and support as far as is possible
- explain what will happen next and that only those who 'need to know' will be told
- report all referrals to the relevant DSL or their Deputy immediately, however trivial they may seem
- make a signed and dated written record of concerns (Appendix 3), observations or information passed on to the relevant DSL or their deputy
- maintain confidentiality and guard against publicity whilst an allegation is being considered or investigated and follow local information sharing protocols
- **not** attempt to deal with the situation
- **not** make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incident(s)
- **not** keep the information to themselves or promise confidentiality
- **not** take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing the alleged perpetrator or parents or carers.

All records are held in the Child Protection File which is stored in the secure safe.

Note: The same action should be taken if the allegation is about abuse that has taken place in the past, as it will be important to find out if the person is still working with or has access to children.

Appendix 3: Pupil Disclosure Form

Name:	Tutor group:
Reason for recording the incident:	
Record the following: WHO:	
WHAT:	
WHERE and WHEN:	
Pupil signature (where possible)	
Date	
Staff signature	Date
DSL signature	Date

Appendix 4: Example template risk assessment

Pupil Welfare Risk Assessment		
Name:		
House:	Tutor:	Date and time of concern:
Your account of the initial risk/concern :(what was said, observed, reported and by whom)		
Additional information: (context of concern/risk)		
Action/Response (what did you do/say following the concern):		
Name:		Signature:
Date and time of this recording:		
If Children's Services (KBSP) or other external agencies (i.e. police) were contacted, what was the advice?		
Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this?	

Follow-Up Information/Action Required (If a further concern regarding pupil welfare is made, a new form is required)

Action needed	Follow-Up Action	Date action completed

Appendix 5: 'By Association' Legislation

It is important that the school follows the safer recruitment procedures set out in Part Three of KCSIE. The school's policies, including the Staff Code of Conduct and Safer Recruitment Policy, are clear about the expectations they place on staff, including where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in school.

Under the 2018 Regulations, schools are no longer required to establish whether a member of staff providing, or employed to work in, childcare is disqualified by association. Regulation 9 does not apply to staff in a relevant school setting; disqualification by association is only relevant where childcare is provided in domestic settings (e.g. where child minding is provided in the home) or under registration on domestic premises. Accordingly, schools should not ask their staff questions about cautions or convictions of someone living or working in their household.

Collegiate aims to create the right culture and environment so that staff feel comfortable, where it is appropriate, to discuss matters outside of work which may have implications for the safeguarding of children in the workplace. These discussions can help safeguard staff welfare and contribute to a duty of care towards staff. Where appropriate, the school will identify whether arrangements are needed to support these staff. These discussions can also help staff manage children's safety, providing them with information that will help them consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person coming in to school where a potential risk to children has been identified).

The advice applies to staff in schools who work in early years' provision and to those who work in later years provision for children who have not attained the age of 8. It also applies to employees who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves.

Early years' provision includes education and any supervised activity for a child from birth until the 1st September following their fifth birthday. It applies to all provision for children in that age range during and outside of school hours, including in school nursery and reception classes. Later years' provision (for pupils under the age of 8) covers childcare that is provided outside of school hours including breakfast clubs and after school care.

The school must ensure that they are not knowingly employing a person who is disqualified under the 2018 Regulations in connection with relevant childcare provision. In gathering information to make these decisions schools must ensure that they act proportionately and minimise wherever possible the intrusion into the private lives of their staff. Accordingly, schools must ensure that they handle information fairly and lawfully and take care not to breach the:

- Data Protection Act 2018 (DPA);
- General Data Protection Regulation (UK GDPR) (EU) 2016/679;

- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) ('the Exceptions Order');
- Rehabilitation of Offenders Act 1974 (ROA); and
- Human Rights Act 1998.

Disqualification under the Childcare Act

The 2018 Regulations are made under section 75 of the Childcare Act 2006 ("the 2006 Act"). They set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the Act. Section 76(2) of the 2006 Act provides that a person who is disqualified under the 2018 Regulations may not:

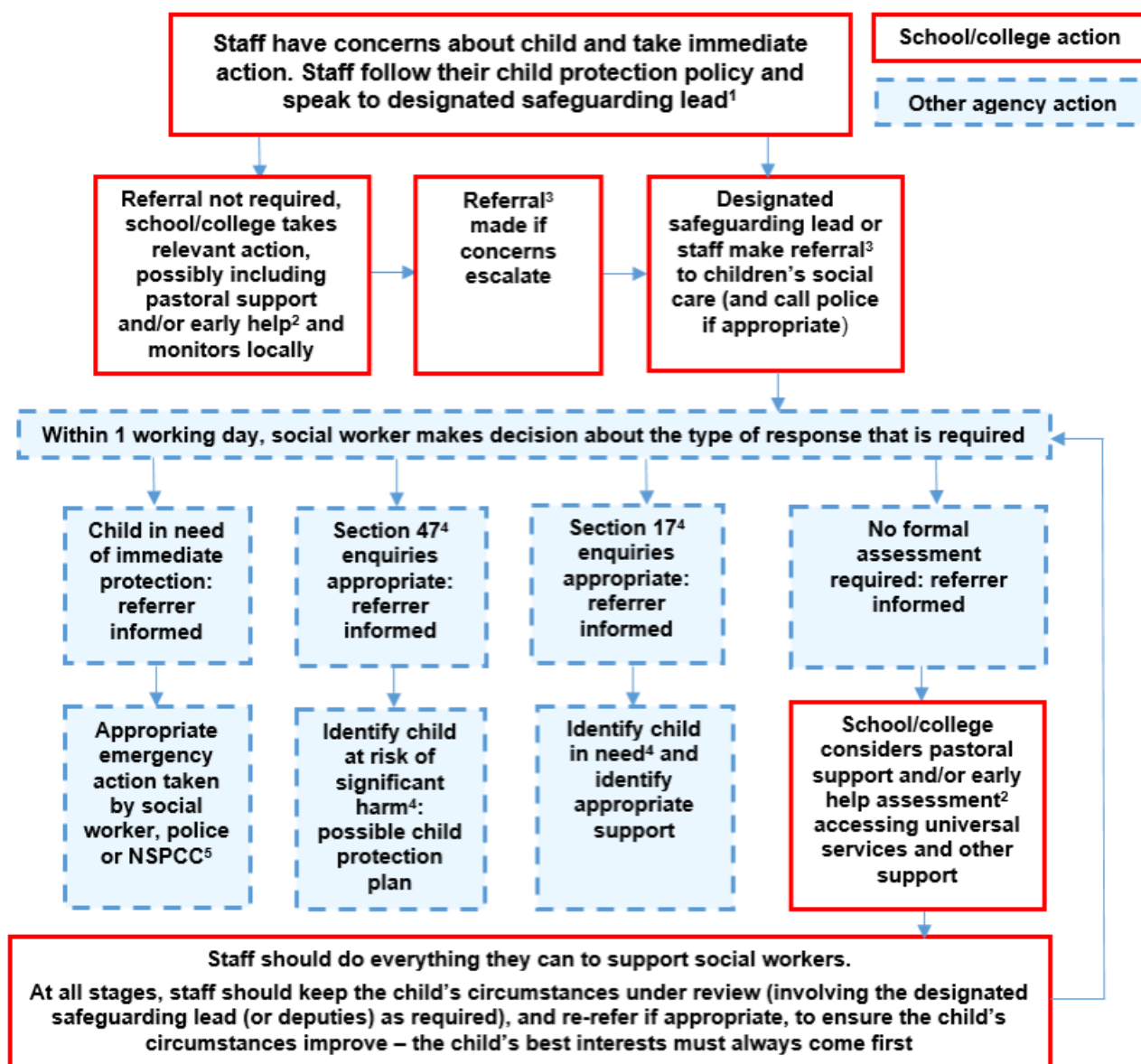
- provide relevant childcare provision; or
- be directly concerned in the management of such provision

Under section 76, schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the setting. An employer commits an offence if they contravene section 76(3) except if they prove that they did not know, and had no reasonable grounds for believing, that the person they employed was disqualified.

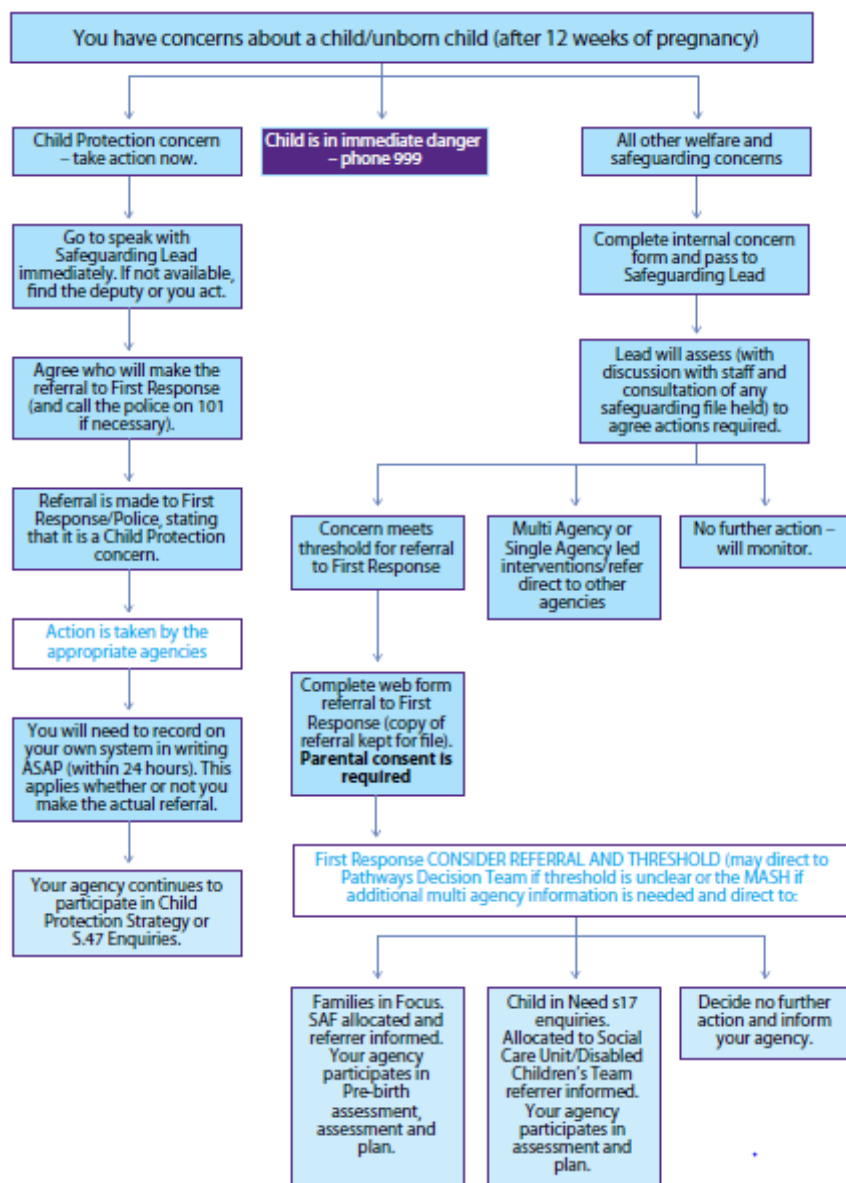
For further advice on how to comply with the legislation visit:

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Appendix 6: Action flowchart



Appendix 7: Referral to Children's Social Care



Appendix 8

Data Protection Act 2018 and the UK GDPR

It is important that governing bodies and senior leaders are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See [ICO guidance 'For Organisations'](#) which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information. In addition, see the DfE Data Protection guidance for schools, which will help school staff and governors understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

The school should ensure the relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt, schools should seek independent legal advice.

The seven golden rules to sharing information (including personal information):

1. All children have a right to be protected from abuse and neglect.

Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them. The

UK General Data Protection Regulation (UK GDPR) and the Data Protection Act

2018 (DPA) provide a framework¹ to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.

2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child² and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why. You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).

3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm. You need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.

4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case. Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, the data protection/information governance

lead (e.g., Data Protection Officer), Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance.

5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.
6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services. Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.
7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information. When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.

Appendix 9

Host families - homestay during exchange visits

When a school arranges a homestay, it should consider what intelligence/information will best inform its assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. It will be for the school to use their professional judgement to decide what it considers what will be relevant. However, to help inform that assessment, the school should obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school to consider, alongside all other intelligence that it has obtained, whether the adults would be a suitable host for a child.

DBS enhanced certificates with barred list information for volunteer roles can be obtained free of charge. In respect of an adult who provides UK homestay and receives no remuneration in respect of the stay or where schools reimburse families only for expenses incurred, to enable a DBS application to be considered as a volunteer role the 'Position Applied For' field will need to make clear that the position is unpaid.

In addition to those engaging in regulated activity, the school is free to decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

Where the child's parent(s) or a student themselves arranges their own homestay, this would be a private arrangement therefore the school would not be the regulated activity provider.

Homestay – suitability of adults in host families abroad

It is not possible for schools to obtain criminality information from the DBS about adults who provide homestays abroad. Collegiate liaises with partner schools abroad to establish a shared understanding of, and agreement to, the arrangements in place for the visit. Staff use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents should be aware of agreed arrangements. Schools are also free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.