

Sefton Park Infant and Junior Schools



Part of the



Safeguarding and Child Protection Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	27/09/2023	Rebecca Earnshaw	TBC

Ratification

Role	Name	Date
Chair of Governors	Corrie Bell	26/1/22
Head teacher/Principal	Dan Simson	26/1/22

Details of Policy Updates

Date	Details
23/04/20	Updated to include COVID-19 Addendum Policy in the event of lockdown
25/09/2020	Updated and re-written to reflect COVID-19, new statutory guidance Keeping Children Safe in Education, and for ease of reading
1/10/2021	Update and re-written to reflect new statutory guidance issued in 2021.
20/09/2022	Update and re-written to reflect new statutory guidance issues in 2022.
27/09/2023	Update and re-written to reflect new statutory guidance issues in 2023.

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PART 1: Policy

1.1 Definitions

Safeguarding is defined as:

Protecting children from maltreatment.

Preventing impairment of children's mental and physical health or development.

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

And taking action to enable all children to have the best outcomes.

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

1.2 Introduction

At Sefton Park Schools, we adhere to the following principles

Safeguarding and promoting the welfare of children is **everyone's** responsibility.

Everyone who comes into contact with children, their families and carers, has a role to play.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the **best interests** of the child.

We take an '**it can happen here**' approach where safeguarding is concerned.

Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.

Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Sefton Park is committed to safeguarding and promoting the welfare of children by:

The provision of a safe environment in which children can learn.

Acting on concerns about a child's welfare immediately.

Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

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

Current legislation (these are summarised within [Working Together to Safeguard Children: statutory framework](#))

Statutory, national, and local guidance – this includes:

- **Working Together to Safeguard Children (2018)**, which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
- **Keeping Children Safe in Education (2023)** which is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- **Early Years Foundation Stage statutory framework (2021)** is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.

Local Guidance from the Local Safeguarding Partnership: around particular safeguarding topics are available on the [Keeping Bristol Safe Partnership Website](#).

Government guidance in relation to:

- **COVID19:** The government has removed remaining restrictions in England. We have created an addendum to this document in the event of a further lockdown. This is accessible in Appendix F
- **Specific topical safeguarding issues** – a collection of up-to-date guidance can be found on the Safeguarding in Education Team's guidance page. [Key Guidance: Safeguarding in Education](#)

This policy should be read in conjunction with the following policies:
[This list to be amended to reflect the practice in the setting]

Recruitment and Selection

Whistleblowing and Public Interest Disclosure

Code of Conduct for Staff/ Staff Behaviour Policy (including the setting's Low level concerns procedures)

Behaviour (and Exclusions Document)

Anti-Bullying/Child-on-Child Harm/Anti-Harassment

E-Safety

Policy on Supporting Children in Care and Previously Looked-After Children

Attendance (including the safeguarding response to children who go missing from education)

Health and Safety

Special Educational Needs Policy

Head teachers/principals will ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

1.3 Equalities and Rights Statement

With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include:

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

Details of our specific duties are published under Sefton Park's equality statement and measurable objectives. These are available on our website [Equalities Objectives](#)

We adhere to both the [Bristol Equality Charter](#) and [Bristol Childrens Charter](#) with a view to contribute towards the [One City Plan](#).

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND).

Sefton Park Schools also adheres to the principals of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

1.4 Overall Aims

This policy will contribute to the safeguarding of children at Sefton Park by:

Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, learners, and their families.

Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.

Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.

Setting expectations for developing knowledge and skills within the setting's community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.

Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.

Working in partnership with learners, parents, and other agencies in the Local

Safeguarding Partnership.

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

1.5 Professional expectations, roles, and responsibilities

1.5.1 Role of all staff

All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2023). Those working directly with children will also read Annex B.

In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).

Know who and how to contact the DSL and any deputies, the Chair of Governors and the Governor responsible for safeguarding.

All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:

- ☐ who may need a social worker and may be experiencing abuse or neglect
- ☐ requiring mental health support
- ☐ who may benefit from early help
- ☐ where there is a radicalisation concern
- ☐ where a crime may have been committed

Be clear as to the setting's policy and procedures about [child-on-child harm/abuse](#), children missing education and [those requiring mental health support](#), and the [impact of technology in relation to online safety](#).

Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.

Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.

To be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the setting.

1.5.2 - Role of the Designated Safeguarding Lead (DSL)

Duties are further outlined in Keeping Children Safe in Education (2023, Annex C)

Details of our DSL and Deputy DSLs are available on the school's website and we will also signpost names and roles in our newsletters to parents and on noticeboards.

Whilst activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the

DSL.

The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting. This responsibility is explicit in the role holder's job description.

The DSL works with the headteacher, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.

Activities include the management of work undertaken by any Deputy DSLs.

Manage early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.

Manage referrals to the local safeguarding partners where learners with additional needs have been identified. These can include those –

- who may need a social worker and may be experiencing abuse or neglect
- requiring mental health support
- who may benefit from early help
- where there is a radicalisation concern
- where a crime may have been committed

The DSL will also:

Work with others – acting as a point of contact for outside agencies about safeguarding.

Support and advise other staff in making referrals to other agencies.

When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.

Coordinate safeguarding training and raise awareness and understanding to the settings community around policies and practice in relation to safeguarding.

Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:

- know who these children are,
- understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Are supported to identify the challenges that children in this group might face.
- Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.

Ensure the successful transfer of the Safeguarding/Child Protection file when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.

Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the setting.

DSLs will inform the headteacher/principal of enquiries under s.47 of the Children Act 1989 and any police investigations. This includes the need to be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

1.5.3 - Role of the Governing Body -

Duties are further outlined in Keeping Children Safe in Education (2022, Part 2)

The governing body will ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the setting are effective and support the delivery of a robust whole setting approach to safeguarding. This training will be regularly updated.

All governors should read Part One and Annex B and Part Two of Keeping Children Safe in Education: "The management of safeguarding." This sets out the responsibilities of governing bodies and outlines what legislation schools must follow, what policies schools should have in place and what procedures schools should have. The remaining sections should be read by the Chair of Governors and Safeguarding Governor to equip them with the knowledge to "provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective"

There is a lead who takes responsibility for the setting's safeguarding to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

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

Ensure that the setting remedies any deficiencies or weaknesses brought to its attention without delay.

Ensure that this document is updated annually (or when there are significant updates).

Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.

Ensure that the training and learning for the settings community is robust and effective.

Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education) and [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)

To ensure that teachers, including supply teachers, other staff, volunteers, and

contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe In Education (2023, Part 3).

Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.

Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.

Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.

Appoint a Designated Teacher to promote the educational achievement for children in care and other care arrangements.

1.6 Safeguarding training for staff

1.6.1 - All staff:

Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection (including online safety) training at induction.

Will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via formal training, email e-bulletins and staff meetings).

All staff must complete FGM awareness training and will understand their legal duty under the [Mandatory Reporting Duty](#).

All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.

Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

1.6.2 - Designated Safeguarding Lead and deputies:

Will undergo formal training to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated at least every two years.

Deputies will be trained to the same level as the DSL.

The DSL and any deputies will liaise with the Local Safeguarding Partnership to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

1.6.3 - Other training considerations:

The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.

Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.

The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.

The mental health lead has access to appropriate training.

Training around safeguarding topics in Annex B (including online safety) will be integrated, aligned, and considered as part of a whole setting safeguarding approach.

Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

1.7 Safeguarding in the curriculum

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

This includes:

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

1.8 Safer recruitment and safer working practice

1.8.1 - Safer recruitment

Sefton Park pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2023; Part 3)

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and

overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.

- In addition, as part of the shortlisting process, we will consider carrying out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the setting might want to explore with the applicant at interview.
- All recruitment materials will include reference to Sefton Park's commitment to safeguarding and promoting the wellbeing of learners.

1.8.2 - Use of reasonable force

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

The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance ([Use of Reasonable Force in Schools 2013](#); [Reducing the need for restraint and restrictive intervention, 2019](#)).

There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

The process around how the setting manages concerns where a professional may pose a risk to learners and our response to low level concerns can be accessed in section [2.8 Allegations of abuse made against professionals](#).

1.8.3 - Whistleblowing procedures

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

General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>.

The NSPCC whistleblowing helpline is available [here](#) for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

The above channels are clearly accessible to all staff.

1.9 Key safeguarding areas

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

[Children in the court system](#)

Children affected by parental offending/imprisonment.

[Children missing from education](#) – including persistent absence.

[Child Exploitation](#) (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)

Cybercrime

[Domestic Abuse](#)

Homelessness

So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),

[Online Safety](#)

[Mental health](#)

[Child-on-child harm:](#)

- ☐ Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- ☐ Abuse in intimate personal relationships between children (also 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-nude images and or videos (also known as sexting or youth produced sexual imagery).
- ☐ Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- ☐ Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

[Preventing Radicalisation \(The Prevent Duty\)](#)

[Serious Youth Violence](#)

Substance Misuse

[Private Fostering](#)

[Young Carers](#)

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (2022; Annex B); the [NSPCC website - Types of Abuse](#); And for localised resources for education settings [The Bristol Safeguarding in Education website](#).

PART 2: Procedures

2.1 Reporting concerns

All staff are clear about recording and reporting concerns to the DSL/DSL deputies in a timely way. In the case a learner is in immediate danger, staff should phone the police. **All welfare concerns, no matter how small need to be passed on.** The school uses 'CPOMs' which is a secure online reporting system to record and monitor incidents.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in [Appendix B](#). This includes responses to child-on-child harm and learners who present with a mental health need.

2.2 Information Sharing

Sefton Park is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.

Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2018](#).

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- by doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when Sefton Park will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt Sefton Park will seek legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

2.3 Identifying and monitoring the needs of vulnerable learners.

The DSL and Deputy DSLs (with other members of the Safeguarding Team) will regularly review and monitor those students who have been identified as vulnerable. This can include

reviewing attendance data, behaviour data, attainment data and safeguarding records. Learners who currently have or have had a social worker will have their academic progress

and attainment reviewed and additional support will be provided to help them reach their full potential. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable learners is shared with teachers and the settings leadership staff to promote educational outcomes.
- Reasonable adjustments are made in relation to setting-based interventions – for example responding to behaviour.
- Sefton Park can support learners who may have intersecting protected characteristics. We recognise those with protected characteristics are likely to be more vulnerable to negative experiences of discrimination both explicitly and or systemically.
- School works in the **best interests of the child** in compliance with their equality and human rights legal duties.

2.4 Multi-agency working

Sefton Park is a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children 2018](#).

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides. The list of safeguarding contact and other key agencies are listed in [Appendix B](#).

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Hope Virtual School.

We will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

2.4.1 Additional considerations:

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

- In situations where a child in care may be put on a part time timetable, the setting will consult with the Hope Virtual School following local procedures. [Attendance and exclusions of children in care](#)
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the settings site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response.
- If there is an immediate risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance '[When to Call the Police](#)' from the [NPCC](#). If non urgent you should report a crime via 101.
- In the rare event that a child death occurs, or a child is seriously harmed, Sefton Park will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.

2.5 Suspensions, permanent exclusions, and commissioning of Alternative Provisions - (To be read in conjunction with the Behaviour Policy)

When the setting is considering suspending or permanently excluding a learner where additional vulnerability is identified it is important that the learner's welfare is a paramount consideration. The head teacher will consider their legal duty of care when sending a learner home.

Sefton Park will exercise their legal duties in relation to their interventions. This includes:

whether a statutory assessment should be considered in line with the principles of [Children Act 1989](#),

that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#) (including having regard to the [SEND Code of Practice](#))

and takes into consideration the learner's rights under the [Human Rights Act 1998](#).

Interventions will be consistent with statutory guidance [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

2.5.1 - Actions to take

An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm this in line with [2.3 Identifying and monitoring the needs of vulnerable learners](#).

If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude.

In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the governing body.

2.5.2 - Commissioning Alternative Provisions

In the event where Sefton Park commissions an Alternative Provision they will follow the [Alternative Learning Provision - bristol.gov.uk](https://www.bristol.gov.uk/alternative-learning-provision) and follow local guidance [Commissioning Alternative Learning Provision – Advice for schools, Commissioners, and Alternative](#)

[Providers \(2019\)](#) to ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for learners who are not taught on site.

Sefton Park will continue to be responsible for the safeguarding of that learner and will make necessary checks on the provider to meet the needs of the learner. Written confirmation from the alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

2.6 **Children Missing from Education** (To be read in conjunction with the Attendance Policy)

A learner missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with [2.3 Identifying and monitoring the needs of vulnerable learners](#).

Sefton Park will follow the guidance detailed in [Children Missing Education \(2016\)](#) and [Bristol City Council Education Welfare Service – Children Missing Education](#)

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

2.6.1 - Elective Home Education

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

2.7 **Respond to incidents of child-on-child harm.**

(There is flow diagram in [Appendix B](#) that illustrates this section)

All staff should recognise that children can harm other children (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child's safeguarding/child protection file.

Further examples of child-on-child harm this can be found under section [1.9 Key Safeguarding Areas](#). It is recognised that child-on-child harm can happen inside and outside of setting or online.

At Sefton Park

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and act and ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- 'Child-on-child harmful behaviours' is a category on CPOMs and will be monitored at termly Safeguarding Team meetings.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for learners to confidently report abuse knowing their concerns will be treated easily as reflected in section [2.1 Reporting a concern](#) of this policy. Sefton Park will handle initial reports of harm by:

- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Ensuring that victims will never be given the impression that they are creating a problem by reporting **any** form of abuse or neglect, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- 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.
- It is also important that staff determine how best to build trusted relationships with children which facilitates communication.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the child's cohort or the settings community.
- Not promising confidentiality as it is highly likely that information will need to be shared with other professionals.

2.7.1 Actions to take in relation to sexual violence and sexual harassment.

Reference to Keeping Children Safe in Education (2023, Part 5) should be made in relation to taking protective action. Sefton Park will take the following actions when responding to incidents of sexual violence and sexual harassment:

Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake

further assessment of what action should be taken proportionate to the factors that

have been identified. Following training [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from [Be Safe](#).

DSLs/Deputies will take **proportionate** action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section [2.4 - Multi-Agency Working section](#).

When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this must be reported to the police immediately **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made for **all children directly involved**. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.

When the children involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken.

Where the report includes an online element, the setting will follow [Searching, screening and confiscation at school 2022 - GOV.UK \(www.gov.uk\)](#) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed at least every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

2.7.2 - Contextual safeguarding approach to child-on-child harm:

We will minimise the risk of child-on-child harm by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the settings environment itself, peer groups and the neighbourhood.

We will ensure pupils know they can talk to staff confidentially i.e. use of trusted adults, displaying photos of safeguarding team, regular PSHRE assemblies, support email address.

Following any incidents of child-on-child harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

2.8 Responding to allegations of abuse made against professionals.

Sefton Park has processes and procedures in place to manage any safeguarding allegation, or concern (no matter how small), about staff members (including supply staff, volunteers,

and contractors). Staff must report **any** concerns or allegations about a professional's behaviour, but more urgently where they may have:

- 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 they 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.

2.8.1 - Immediate action that must be taken:

- **Do not** speak to the individual it concerns.
- Allegations or concerns about colleagues, supply staff, volunteers or contractors must be reported directly to the Head Teacher or DSL who will follow guidance in Keeping Children Safe in Education (2023, Part four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers, and contractors).
- If the concern relates to Head Teacher it should be reported to the Chair of Governors, who will liaise with the [Local Authority Designated Officer \(LADO\)](#) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the setting will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The setting should not undertake any investigation unless the LADO advises this.

2.8.2 - Low level concerns

This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (2023, Part 4). A low-level concern is not insignificant. 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 settings low-level concerns policy (Appendix G)

- Reports should be made to the DSL/Deputy DSL (or the head teacher if it is regarding the DSL)
- We aim to create an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The DSL/Deputy DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Review and correct any deficits in the setting's safeguarding system.

2.9 Mental health and wellbeing. (A flow diagram is available in [Appendix B](#) to illustrate this section)

Settings have an important role to play in supporting the mental health and wellbeing of their learners. 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, and or may require early help support.

Sefton Park will commit to undertake the following:

The appointment of a senior mental health lead (SMHL) who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of learners. They will have sufficient training in mental health and safeguarding for them to carry out their role effectively.

Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.

Ensure that learners can report and share concerns in line with section [2.1 Reporting a concern](#) of this policy.

Staff will follow a safeguarding process in terms of reporting concerns outlined in [Appendix B](#) so the DSL/Deputy DSLs can assess whether there are any other vulnerabilities can be identified and proportionate support considered.

Staff will ensure the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.

DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section [2.4 - Multi-Agency Working](#).

The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.

DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality [Primary Mental Health Specialists from Child and Family Consultation Services](#).

2.9.1 - Contextual safeguarding approach to mental health

Sefton Park will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help,

and to develop resilience.

The setting will take a 'whole setting' approach to:

- deliver high quality teaching around mental health and wellbeing on the curriculum.
- having a culture that promotes mental health and wellbeing
- having an environment that promotes mental health and wellbeing

- making sure pupils and staff are aware of and able to access a range of mental health services
- supporting staff wellbeing
- being committed to pupil and parent participation

2.10 Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise.

We are committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that child-on-child harm can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section [2.7 Responding to incidents of child-on-child harm](#) and read in **conjunction** with the policy on the use of mobile smart technology (Appendix H).
- Provision of education via remote learning will comply with current governmental advice [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#)
- The effectiveness of the setting's ability to safeguarding learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.

Appendix A – Key Guidance for safeguarding issues.

All key education sector policies relevant for education settings can be found on the following webpage <https://www.bristolsafeguardingineducation.org/guidance/>

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

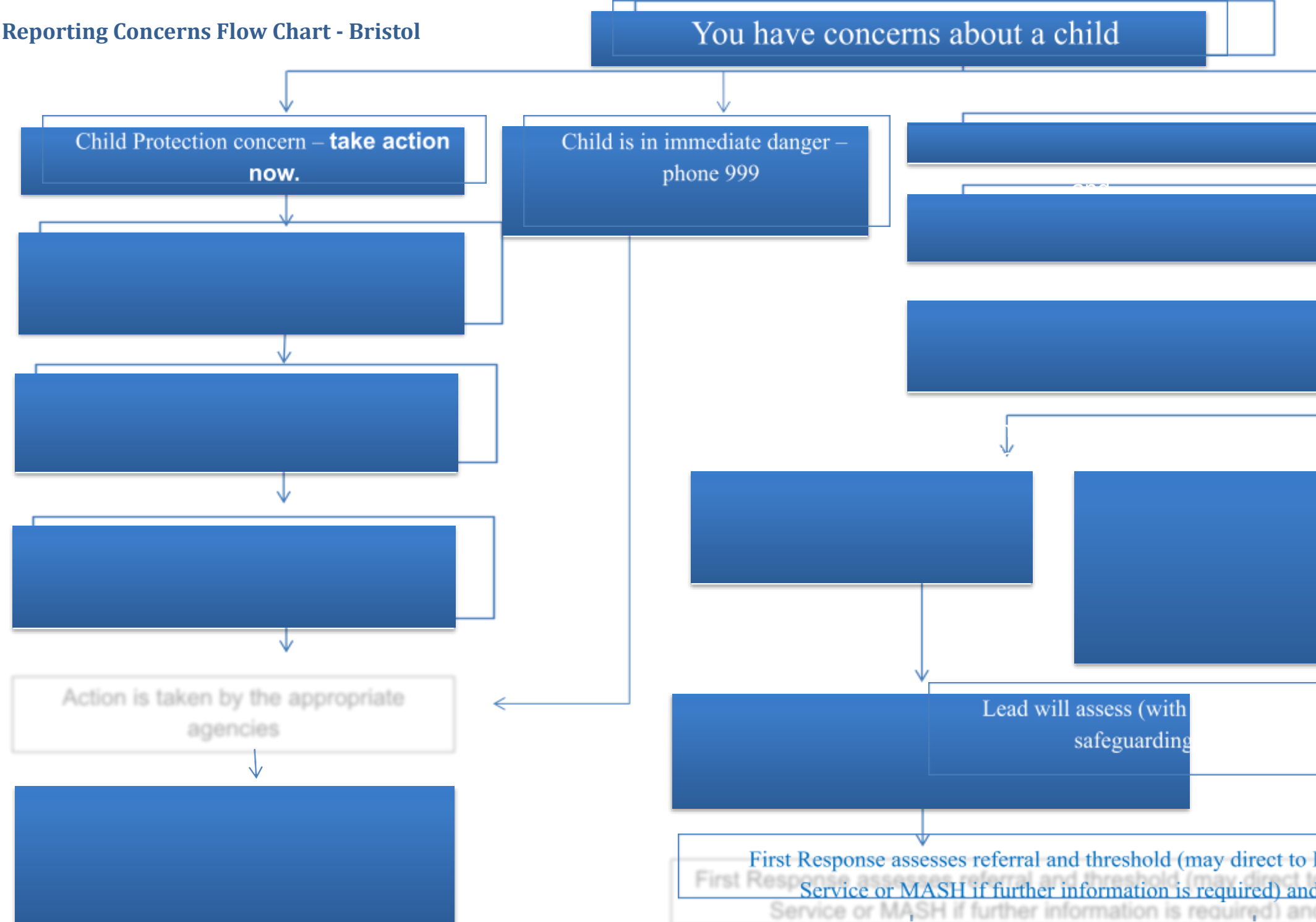
- For Bristol - <https://bristolsafeguarding.org/policies-and-guidance/>
- For South Glos - <http://sites.southglos.gov.uk/safeguarding/library>

Appendix B – Reporting concerns

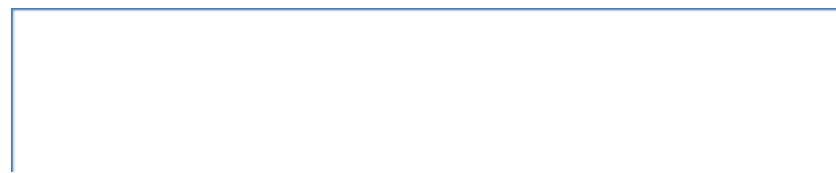
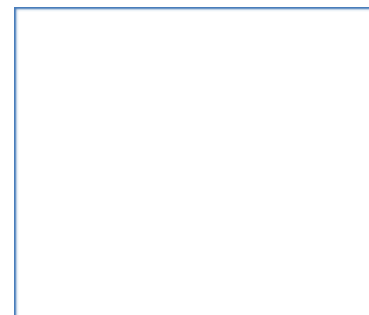
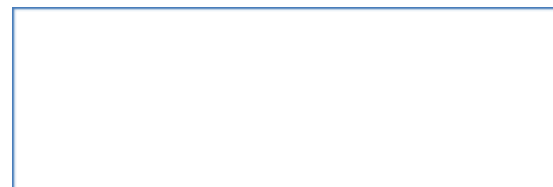
- Reporting Concerns Flow Chart - **Bristol**– [Click here](#)

- Process flow chart responding to child-on-child incidents and Mental Health Problems – [Click here](#)
- Safeguarding contacts poster – Multi-agency contacts in Bristol. – [Click here](#)
- For wider local contacts use the following page - <https://www.bristolsafeguardingineducation.org/local-contacts/>
- Neighbouring Local Authority Contacts - [Click here](#)

Reporting Concerns Flow Chart - Bristol



Action is taken by the appropriate
agencies





Your agency continues to participate in
Child Protection Strategy or S.47
Enquiries.

Families in Focus SAF
allocated and referrer
informed. Your agency
participates in assessment,
plan and intervention

Child in Need s17 enquiries.
Allocated to Social Care Unit,
referrer informed. Your agency
participates in assessment, plan



All staff should be 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 (KCSIE, 2022)

Safeguarding Response to Mental Health and Child on Child harm

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their settings's policy and procedures with regard to

and source support for any other young

Only appropriately trained professionals should attempt to

There is a concern about a learner's mental health

day-to-day and identify those whose behaviour suggests that they may

Record the concern/incident in line with your setting's safeguarding and child protection policy (e.g on CPOMs). The DSL and deputies are notified

The concern is reviewed by the DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any

Additional guidance used to respond to the concern:

- *Mental health and behaviour in schools* (link)

Additional guidance

- *Advice for Responding*
- *Sexual Beh*

Concern and need reviewed alongside learner and

Concern can be managed internally through setting-based early help, support and signposting.

Concerns managed in
contextual safeguarding
RSE/PSHE. Setting in
and actions.

All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection Risk Assessment form. All risk assessments should be reviewed every 3 months.

Multi-Agency Contacts for Safeguarding in Education.

If you have concerns about a child/young person in Bristol ...

If a child is at immediate risk call the POLICE	POLICE 999	
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call children's social care.	FIRST RESPONSE - 0117 9036444	
Out of Hours Referrals	EMERGENCY DUTY TEAM - 01454 615 165	
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form	FIRST RESPONSE Online form https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response	
To raise concerns and ask for advice about radicalisation (also contact First Response).	PREVENT DUTY - 01278 647466 PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	Lighthouse Safeguarding Unit (Avon and Somerset police) 01278 649228 LighthouseBristol@avonandsomerset.police.uk	
For advice and guidance about whether to make a referral	Families in Focus (Targeted Support)	
South 0117 9037770	East Central 0117 3576460	North 0117 3521499

If you have concerns about a professional working with a child...

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	<u>Local Authority Designated Officer - (LADO)</u> T: 0117 9037795 KBSP LADO notification form
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For information, advice and guidance in relation to safeguarding policy and procedures.

<u>Safeguarding in Education Team</u>		
T: 0117 9222710 E: Safeguardingineducationteam@bristol.gov.uk		
South Advisor Elisabeth Clark Elisabeth.clark@bristol.gov.uk 07824503572	East Central Advisor Jess Curtis jessica.curtis@bristol.gov.uk 07788363338	North Advisor Sarah Wooding sarah.wooding@bristol.gov.uk 07785475173

**Safeguarding and Child Protection Policy
2022-
and Procedures
2023**

Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul		
Safer Options Team - Education inclusion managers			
South Ingrid.Hooper@bristol.gov.uk	East Central Calum.Paton@bristol.gov.uk	North Ross.Moody@bristol.gov.uk	
Report a Child Missing from Education	Bristol City Council – Education Welfare https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme		
Children affected by Forced Marriage	Forced Marriage Unit T: (0) 20 7008 0151 E: fmu@fco.gov.uk		
Online Safety Advice	Professional Online Safeguarding Helpline T: 0344 381 4772 E: helpline@saferinternet.org.uk		
Reporting online abuse and grooming	Child Exploitation and Online Protection command https://www.ceop.police.uk/ceop-reporting/		
FGM advice	NSPCC FGM Helpline T: 0800 028 3550 E: fgmhelp@nspcc.org.uk		
Domestic Abuse support (Bristol)	Directorate of local and national services https://www.bristol.gov.uk/crime-emergencies/abuse-violence		
Young Carers – advice and support.	Carers Support Centre T: 0117 958 9980 W: https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/		
Whistleblowing professional policy	NSPCC Whistleblowing hotline T: 0800 028 0285 E: help@nspcc.org.uk		
Child and Adolescent Mental health (CAMHS)			
Primary Mental Health Specialists (advice) Child and Adolescent Mental Health			
South 0117 3408121	East Central 0117 3408600	North 0117 3546800	
Advice around harmful sexualised behaviour.	Be Safe 0117 3408700 W: https://www.awp.nhs.uk/camhs/camhs-services/HSB-services/be-safe		
	Brook Traffic Light Tool CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course		

Other Local Authorities Contacts

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
South Gloucestershire	<p>Access and Responses Team</p> <p>01454 866000 - Monday to Thursday 9.00 – 5.00, 4.30 on Friday</p> <p>accessandresponse@southglos.gov.uk</p> <p>Website: Access and Response Teams (ART) South Gloucestershire Council (southglos.gov.uk)</p>	<p>Emergency Duty Team</p> <p>01454 615165</p>
North Somerset	<p>Single Point of Access</p> <ul style="list-style-type: none"> 01275 888 808 –Monday-Thursday 8.45am- 5pm, Friday 8.45am-4.30pm <p>Website: Children, young people and families North Somerset Council (n-somerset.gov.uk)</p>	
Bath and North East Somerset (BANES)	<p>Children's Social Work Services</p> <ul style="list-style-type: none"> 01225 396312 or 01225 396313 weekdays, 8.30am to 5pm, except Fridays when we're closed from 4.30pm ChildCare_Duty@bathnes.gov.uk <p>Website: Report a concern about a child Bath and North East Somerset Council (bathnes.gov.uk)</p>	

Appendix C - Dealing with a disclosure of abuse

When a child tells me about abuse they have suffered, what must I remember?

Stay calm.

Do not communicate shock, anger, or embarrassment.

Reassure the child. Tell them you are pleased that they are speaking to you.

Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people to do this. State who this will be and why.

Encourage the child to talk but do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.

Listen and remember.

Check that you have understood correctly what the child is trying to tell you.

Praise the child for telling you. Communicate that they have a right to be safe and protected.

It is inappropriate to make any comments about the alleged perpetrator.

Be aware that the child may retract what they have told you. It is essential to record all you have heard.

At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

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

The 5 'R's are helpful in understanding what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer - Record

Appendix D - Types of abuse and neglect

The Department for Education's Tackle Child Abuse campaign has accessible videos to watch <https://tacklechildabuse.campaign.gov.uk/>

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

All setting staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

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

To address these additional challenges, settings should consider extra pastoral support for children with SEND (KCSIE, 2022).

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe

and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they

communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Appendix E Specific actions to take on topical safeguarding issues

General or national guidance will not be included here. A summary of specific duties are in [Keeping Children Safe in Education 2022 Annex B](#) and Access to local guidance can be found in [Appendix A](#) of this document.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, Sefton Park may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm. In all other circumstances information will be shared in line with section [2.2 Information Sharing](#).

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

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

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

If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, Sefton Park will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.

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

Avon and Somerset Police share 'Missing persons' notifications (which a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Domestic Abuse

Operation Encompass is a national operation where local police forces notify when the police are called to an incident to domestic abuse. Avon and Somerset have their own version of this and will notify education settings whenever they have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, the education setting **is not permitted** to share his information without seeking consent from Avon and Somerset police in case this may put a victim and learners at further risk of harm. The only exception to this when information is shared with new education setting (part of statutory duties in relation to transfer of the Safeguarding/ Child Protection file, Keeping Children Safe in Education). Additional instructions around this are sent out with every single notification.

Education settings must have signed up to a Police Safeguarding Notification Briefing to receive these.

Each setting should have at least 2 members of trained staff able to receive and act upon these notifications.

Each setting should promote an open culture of safeguarding to enable learners and families to disclose and feel safe to talk about their experiences and what support may be required.

Female Genital Mutilation

Mandatory reporting duty: [Click here for government guidance](#)

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

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

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.

Travel:

National guidance has highlighted going on holiday to a risk affected country is cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities.

Families are encouraged to notify the education setting when they are looking to travel during term time dates.

This will prompt a conversation with the DSL/ specialist trained member of staff to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this.

The setting will complete an [FGM Referral Risk assessment](#) (available on the [Keeping Bristol Safe Partnership website](#)) with the family to identify any support that the family may require in relation to FGM.

Proportionate action is taken. Referrals to social care should NOT be automatically made – however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment.

These assessments should be saved onto the child's Safeguarding/Child Protection file to avoid duplication with new incidents of travel.

Online Safety

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

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

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

Mental health – [linked to section within main body of this policy](#)

Child-on-child Abuse - [linked to section within main body of this policy](#).

Serious Youth Violence

To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of [‘Offensive Weapons in Education Settings’](#).

It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

The same day a weapon is found Safer Options should be called for a multi-disciplinary assessment of risk.

Whilst it is acknowledged that the decision to exclude remains with the Headteacher/principal it is recommended that consultation with the Safer Options Education Inclusion Manager is made so as not to further put the child at further risk of harm if they are excluded.

Alternatives to exclusions should be considered first in recognition that by doing so a learner it may be at further risk of harm out in the community.

Police will be notified through the multi-agency discussion held at the ‘Out of Court Disposals Panel’ to prevent students unnecessarily getting a criminal record.

Preventing Radicalisation - The Prevent duty

All settings are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.¹¹⁰ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of the settings wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training, and
- IT policies.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

under the age of 16 years (under 18, if disabled)

by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances.

The setting will support learners who are young carers to appropriate support. To find out what is available locally visit the Bristol City Council Website - <https://www.bristol.gov.uk/social-care-health/support-for-young-carers>

The Carers Support Centre can undertake an assessment of need and provide bespoke support. <https://www.carerssupportcentre.org.uk/young-carers/making-a-referral/>

Appendix F – COVID 19 Addendum Policy in the event of lockdown.

[Sefton Park Safeguarding Procedures in the event of lockdown due to COVID-19](#)

Appendix G – Use of Mobile Phones

This policy applies to all individuals who have access to mobile phones on site. Children are to be made aware of this appendix by their class teacher and members of the Safeguarding Team.

All staff are responsible for enforcing this policy.

Volunteers and pupils must alert a member of school staff if they witness or become aware of breaches of this policy.

The Early Years Safeguarding and Welfare Requirements (para 3.4) require all schools to have a clear policy on the use of mobile phones and devices. We recognise that mobile phones and electronic devices are an important part of everyday life for our school community and this appendix aims to address the challenges raised by mobile phones and electronic devices in school. Safeguarding of pupils within the school and the early years setting is paramount and it is recognised that personal mobile phones and electronic devices have the potential to be used inappropriately and therefore the school has implemented the following:

Members of Staff

There is a clear expectation that the personal use of mobile phones and other personal electronic devices is to be limited to specific times and uses that are agreed with the DSL (e.g. using certain apps or programmes, while supervising residential visits or by the site manager when lone working). All agreed usage must be in the best interest of the children and will be recorded in Google docs and monitored as a regular item in Safeguarding meetings; spot checks may be implemented.

Under no circumstances are images, video or audio recordings to be made using mobile phones or personal devices such as tablets or cameras unless agreed in advance by the DSL.

Designated 'mobile/camera free' areas should be identified within the setting and signs to this effect are to be displayed throughout. The areas which should be considered most vulnerable include: Changing Areas · Toilets · Bathrooms

Children are to be made aware of this rule by teachers and the Safeguarding Team.

There is a clear expectation that all personal use of mobile phones is to be limited to allocated lunch and/or breaks in designated areas such as the staff room, staff kitchen and staff offices; unless otherwise agreed by the DSL. Such authorised use is to be monitored and recorded (as above).

Staff know, through being directed to this policy and being reminded at Staff Meetings, that only cameras and electronic devices belonging to the setting are used to take appropriate and relevant images of children.

Staff know, through being directed to this policy and being reminded at Staff Meetings, that images are used in accordance with the Data Protection Act 1998.

In circumstances such as outings and off-site visits, teaching staff carry their personal mobile phones in case of an emergency.

Staff who ignore school's policy on mobile phones and electronic devices may face disciplinary action.

All staff are made aware that if there is suspicion that material on a mobile phone or technological device is unsuitable and may constitute evidence relating to a criminal offence, the issue would be reported to either the DSL, DDSL or the Head teacher. The process outlined in the Safeguarding Policy will be followed, including taking advice from external agencies (e.g. police, LADO)

Use of personal mobile phones, cameras and technological devices by volunteers, visitors and supply staff

It is explained to visitors on site that mobile phones and technological devices are only used away from the children in designated areas, and where possible, off site.

A notice of the school's policy on mobile phones is displayed in the school office area. ·

Guidance is provided at events to inform parents about the use of mobile phones and other recording devices in school. This guidance will also be issued to parents in school newsletters.

Parents/ visitors are permitted to take photographs of their own children at school events.

Parents/ visitors are informed that they must not place any footage containing children other than their own, on the internet or social media site.

If there is suspicion that material on a mobile phone or electronic device is unsuitable and may constitute evidence relating to a criminal offence, the issue would be reported to either the DSL, DDSL or the headteacher who would inform the police.

Pupils

We recognise that some of our pupils will bring mobile phones onto school premises. Older pupils may begin to walk to or from school on their own and, for safety reasons, parents/carers may want their child to have a mobile phone with them on this journey. For this purpose, older pupils are allowed to bring a mobile phone into school at the discretion of their parents. Please note that some individual pupils (e.g. Young Carers) may need separate arrangements which will be agreed with the DSL but will still adhere to the principles set out in this policy.

The protocol for use of mobile phone is as follows:

1. Mobile phones may be used on the way to school and on the way home from school but must be switched off on arrival to school and not switched back on to make calls, send texts or access the internet until pupils leave the premises at the end of the day.
2. Pupils must turn off their phones (not turn them to silent) and hand them into a member of staff. In current circumstances this will usually be the DDSL or another designated member of staff at the school entrance. If they are late or unable to locate the DDSL/designated person they are to give them to their class teacher. Phones will be kept in the office until they are returned at the end of the school day.
3. Phones must not be kept in the children's own possession – such as in coat pockets, bags or trays. If phones are seen in the child's possession during the course of the school day, a member of SLT must be informed and the phone will be stored in the junior office until the end of the school day.

Parents will be advised that we cannot accept liability for equipment that is lost or damaged when in school and to make sure expensive equipment is insured.

Inappropriate use of a mobile phone/electronic device

Pupils sign the Computing Pupil Agreement annually confirming their understanding of acceptable use of technology and online behaviour

If a pupil is found taking photographs or video footage with a mobile phone of either pupils or teachers, this will be regarded as a serious offence and a member of the Senior Leadership Team will be involved from the outset.

The parent/carer will be contacted by a member of the SLT. This will be recorded on CPOMs. If images of other pupils or teachers are known to have been taken, the pupil will be asked to delete these photos in the presence of a member of SLT. Parents will be asked to check that this has happened.

In the rare circumstance that there is evidence of criminal conduct i.e. harassment and/or bullying, including sexual harassment the phone or digital device should be confiscated and retained in a secure place by a member of the Safeguarding Team, taking care not to delete any images or recordings which could be used as evidence. Relevant agencies, including

the police will be asked for advice. ·

We ensure that relevant government guidelines are followed when searching pupils and confiscating personal belongings. Searching, screening and confiscation

Off-site Activities

A school phone is available for staff use during off-site activities to ensure that staff contact details are not available to pupils and parents. Under some circumstances, including supervising residential visits and during emergency evacuation it is appropriate for staff to use personal mobile phones.

Staff should ensure that personal mobile use is appropriate and professional.

Personal mobile phones should not be used to take photographs or video recording of pupils.

Mobile phones should not be used to make contact with parents during school trips - all relevant communications should be made via the school office or using the school mobile phone.

Adults and parents accompanying trips should be informed by the trip leader not to use their mobile phone in sight of children and not to take photographs.

Appendix H – Reporting, Responding and Recording Low-Level Concerns

Introduction

At Sefton Park, we take safeguarding very seriously. This includes ensuring that adults who work with children do so in a way that is in accordance with the ethos and policies set out by the school, including the Staff Code of Conduct.

We aim to create an open and transparent culture where all concerns about all adults involved with our school are dealt with promptly and appropriately. We aim to identify any concerning, problematic or inappropriate behaviour early, minimise the risk of abuse, and ensure that adults working in, or on behalf of, our school are clear about professional boundaries and act within these boundaries.

This policy is based upon the statutory guidance 'Keeping Children Safe in Education 2021 and 2022' (KCSIE 2021 and 2022), the expectations within 'Guidance for Safer Working Practice 2019' and the principles within Farrer & Co's 'Developing and Implementing a Low-Level Concerns Policy 2021'.

[developing-and-implementing-a-low-level-concerns-policy.pdf \(farrer.co.uk\)](https://www.farrer.co.uk/wp-content/uploads/2021/09/developing-and-implementing-a-low-level-concerns-policy.pdf)

Summary

It may be possible that a member of staff acts in a way that does not cause risk to children but is however inappropriate. A member of staff who has a concern about another member of staff, volunteer, contractor or who, on reflection, recognises that their actions could have been viewed as a risk should inform the Head Teacher or Designated Safeguarding Lead.

The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in the Senior Leadership Team.

What is a low-level concern?

'A low-level concern is *any concern* – no matter how small, and even if no more than causing

a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college 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.’ (KCSIE 2021)

The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the ‘harm’ threshold set out at paragraph 338 of Keeping Children Safe in Education 202 and explained in the red box below.

Examples of such behaviour could include but are not limited to: being over friendly with children; having favourites; humiliating a child; 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, intimidating or offensive language. 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.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Definitions

Allegation

Any adult linked to our school who has: behaved in a way that has harmed a child, or may have harmed a child and/or; possibly committed a criminal offence against or related to a child; and/or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Low Level Concern

Any adult linked to our school who has behaved 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.

Appropriate

Behaviour which is entirely consistent with our school’s Code of Conduct, and the Law.

Low-level concerns should be shared with the Designated Safeguarding Lead or Head

Teacher (or those Deputising for them)

The DSL will always inform the Headteacher if concerns have been shared.

Concerns should be shared, wherever possible, within 24 hours.

Most low-level concerns by their very nature are likely to be minor. Some will not give rise to any ongoing concern and, accordingly, will not require any further action. Others may be most appropriately dealt with by means of management guidance and/or training.

In many cases, a low-level concern will simply require a conversation with the individual about whom the concern has been raised. It has long been understood that lasting change in behaviour is least likely to be achieved by an approach experienced as critical or threatening.

Any such conversation will include being clear with the individual as to why their behaviour is concerning, problematic or inappropriate; what change is required in their behaviour; enquiring what, if any, support they might need in order to achieve and maintain that, and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question.

Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment which is agreed with the individual, and regularly reviewed with them, may also be appropriate.

Some low-level concerns may also raise issues of misconduct or poor performance. The Head teacher, will consider this by referring to the organisation's disciplinary and/or capability procedure and taking advice from HR on a named or no-names basis where necessary. If the school's disciplinary procedure is triggered, the school will ensure that the individual has a full opportunity to respond to any factual allegations which form the basis of a disciplinary case against them. **Where a low-level concern does not raise misconduct or poor performance issues, it will not be a matter for HR.**

Where a low-level concern relates to a person employed by a supply agency or a contractor, that concern will be raised with their employers, so that any potential patterns of inappropriate behaviour can be identified.

Storing and Recording Low-level Concerns

We will retain all records of low-level concerns in a central electronic low-level concerns file. These records will be kept confidential and held securely with limited access given to the Head Teacher/Deputy Head, School Business Manager, DSL/Deputy DSL.

The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in SLT.

Low level concerns will not be stored on personnel files. Saving low level concerns separately will allow Leaders to spot any potential patterns of behaviour whilst reassuring staff to share low level concerns.

Low-level concerns will be retained electronically in a central low level concerns file (securely and applying appropriate access restrictions) unless and until further guidance provides otherwise.

When a staff member leaves and/or takes up new employment, that creates a natural point at which the content of the file may be reviewed to ensure it still has value (either as a

safeguarding measure or because of its possible relevance to future claims), and is therefore necessary to keep. This is subject to the rights of individuals to object to or seek to erase or correct records about them under data protection law. Consideration will be given to:

- a) whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding record practice; or
- b) if, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly.

KCSIE prohibits schools from referring to unsubstantiated, malicious or false allegations in references. Only safeguarding allegations that have been substantiated should be included in references. KCSIE states that: “where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated”, it should be referred to in a reference.

Low level concerns (or a group of concerns) which have not met the threshold for referral to the LADO which relate only to safeguarding should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance.

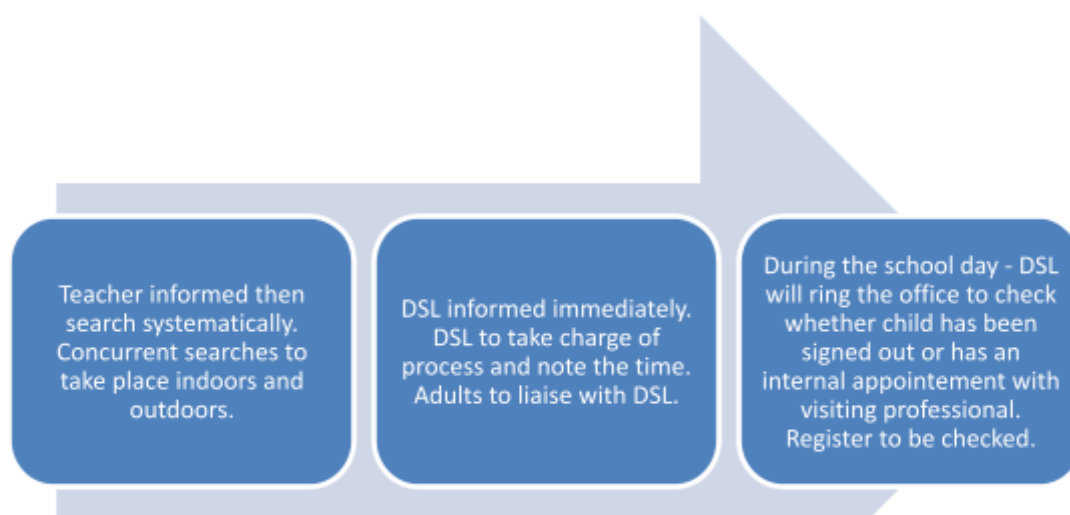
Appendix I – Missing Child Procedures

“Procedure to be followed in the event of a child going missing at, or away from, the setting” **Statutory Framework for the EYFS 2017 (3.73)**

We take the safety of children very seriously. Many of our school routines and procedures are in place to contribute to the prevention of a child going missing to ensure the safety and security of all children at all times.

The chances of finding a missing child safe are greatest if the child’s absence is soon discovered and action taken immediately. In the unlikely event that a child is found to be missing, the school puts into practice the following procedures:

Stage 1



Safeguarding and Child Protection Policy
2022-
and Procedures
2023

Outcomes

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. Settings may also refer directly to CAMHs.

liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all learners involved in the incident(s).

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Safeguarding and Child Protection Policy
2022-
and Procedures
2023

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Indoor search – check the classroom, looking under tables and work surfaces and other possible hiding places, adjacent rooms and corridors, nearby cloakrooms and toilets.

Outdoor search – check outside in the playgrounds and grounds, look for possible hiding places. DSL

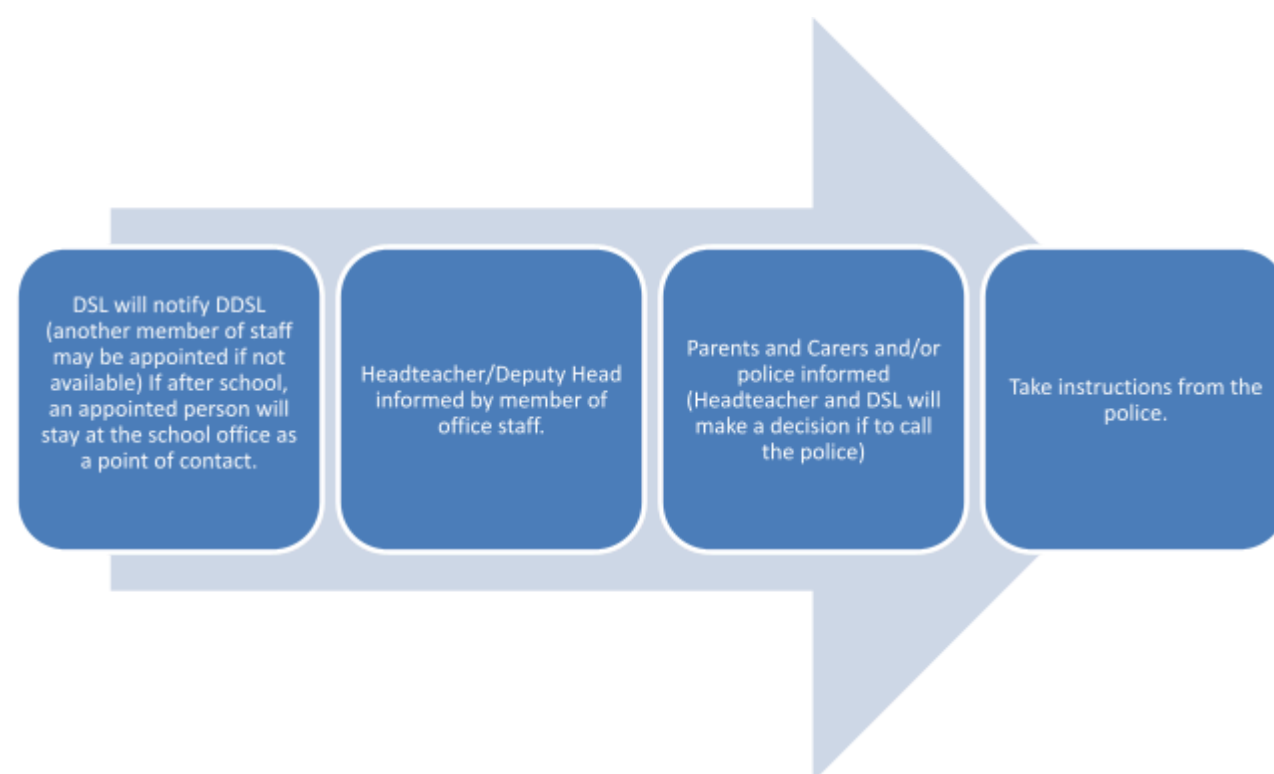
The search may branch out of school grounds if this is felt appropriate by DSL.

Information the DSL needs:

- Where the child was last seen
- What the child looks like
- What time they were last seen
- What they were wearing
- Parent contact details

Stage 2

After Stage 1 is completed without resolution (no more than 10 minutes)



Stage 3

If the child's location cannot be ascertained the Headteacher will communicate the incident to the Local Authority and the Chair of Governors

DSL and DDSL will start compiling a written record of the incident and any action taken as a chronology and upload on to CPOMS.

Safeguarding Team to conduct an internal investigation to establish how the situation occurred, how effective was the response and whether action could be taken to ensure it does not happen again. This information should be entered on to CPOMS, shared with other members of SLT and reported to the Chair of Governors.

Child running off site

In the very unlikely event of a child running off site, the following procedures will be followed:

Member of staff witnessing must inform another member of staff, send a message to the office via a reliable messenger without losing sight of the child if possible.



This member of staff will inform school office and DSL



DSL will make a decision to phone the police.

- As a general rule, staff should not pursue a child beyond the school boundary. Instead they should report to SLT (DSL) where they saw the child and what direction they were heading in. The staff member should ensure that they have eyes on the child but watch from a safe distance.
- In certain circumstances it might be appropriate for the member of staff to go beyond the school boundary e.g. to retrieve a child who has accidentally wandered out of an open gate. Staff are expected to use their professional discretion in deciding whether or not to follow children. If a child is followed beyond the school boundary they must behave in a manner that is not threatening. They must not run after the child as this may cause the child to run into a dangerous situation.
- In exceptional circumstances where a child is known to run, the school will write a Risk Assessment.