Safeguarding and Child Protection Policy

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DEFINITIONS

**Safeguarding** is defined as protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes - Keeping Children Safe in Education (KCSIE), 2019.

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

**Child** anyone who has not yet reached their 18th birthday.

For the purpose of this policy, reference to ‘staff’ covers all employees, governors, officers, consultants, contractors, volunteers, interns, casual workers, trainees and agency workers.

STATEMENT OF INTENT

At Barton Hill Academy, we recognise that everyone who comes into contact with children and their families or carers has a role to play in safeguarding children. We expect all staff, volunteers, visitors, families, community members and pupils to understand and share this commitment and this policy therefore applies to all.

We are committed to safeguarding and promoting the welfare of all children. We particularly recognise that children with special educational needs and disabilities (SEND) are more vulnerable to experiencing abuse and neglect for many reasons including:

- Being more dependent on others to meet personal and intimate care needs.
- Not being aware that what is happening to them is even wrong.
- Communication difficulties that prevent the child from expressing concerns about what is happening to them.
- Interaction difficulties (VA)

Therefore, our approach to safeguarding must be an example of best practice not just minimum standards.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. This includes protecting children from maltreatment, preventing impairment of children’s health/development, ensuring 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.

In addition, we understand the importance of capturing the voice of the child though our safeguarding work. Studies have shown that children and young people are aware of their needs and are able to communicate the support they would like to receive. They often have strong opinions and are able to express these if professionals create the right atmosphere. Children of sufficient age and understanding often have a clear perception of what needs to be done to ensure their safety and wellbeing.

When working with children and families we will ensure we use the Signs of Safety strength based assessment processes to identify the needs of the child and their family in an honest and collaborative way.

“Spending time with children, talking to them, and making sure that you are actively listening and taking seriously what they say is an essential safeguarding activity.” NCB Communicating with Children 2006

This policy should be read in conjunction with the policies, procedures and guidance listed in Appendix A

AIMS AND PURPOSE

The aims of this policy are prevention, protection and support in line with safeguarding guidelines. We will implement our safeguarding practice by ensuring;
• Pupils are taught to keep themselves safe and their development is supported in ways that will foster security, confidence and independence
• The academy protects pupils from bullying (including peer group isolation and mate abuse), racist abuse, homophobic abuse, harassment or discrimination, peer on peer abuse and promotes good behaviour.
• Appropriate support is in place for children with SEND or additional medical needs
• The effectiveness of the Academy health and safety policies and procedures
• The effectiveness of arrangements to provide a safe environment and secure the academy site
• Child welfare and child protection concerns are identified and responded to by all staff within the academy.
• The academy works with key agencies to safeguard and promote the welfare of children
• That adults working with children are appropriately recruited and vetted by following our Safer Recruitment Policy, and receive appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils.
• That we promote positive mental health and respond to mental ill health in a supportive and non-stigmatising way.
• We raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
• Regular staff training in child protection procedures is carried out (including training on a yearly cycle for all staff employed by the Academy who come into regular contact with children and young people in order to update all staff on safeguarding requirements. Training to cover the need to recognise the four different types of child abuse). Training will be annual with updates throughout the year.
• A systematic means of monitoring children known or thought to be at risk of harm.
• The emphasis of the need for good levels of communication between all members of staff.
• The Academy local governing Body has undertaken safeguarding training in the four key areas, with the named Governor for Safeguarding accessing additional training through the VT network run by the TSL.
• The rationale by which Venturers Trust Academies approach their duty of care is clear – see Appendix C

Our academy works to ensure our Culture of Vigilance is embedded and understood by all members of our academy community.

ROLES AND RESPONSIBILITIES

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

Barton Hill Academy has a Designated Safeguarding Lead (DSL), who has lead responsibility for safeguarding and child protection, will be part of the academy’s senior leadership team and will be supported by a team of safeguarding staff including at least one Deputy DSL.

The DSL and their team will hold responsibility for implementing the safeguarding policies, practice and procedures to keep the whole academy community safe and protected. See Appendix B for an overview of the DSL role.

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The Principal will ensure;

• All relevant staff are aware of this policy, receive appropriate training annually and are aware of the Academy’s systems to support safeguarding and follow this policy and procedures.
• Safer recruitment practices are always followed.
• Effective reporting to the LGB termly (5 times a year) and as and when required.
• Appropriate duty of care to employees and minimise the stress inherent in the investigation process.

Our governing body will have a designated safeguarding governor who will offer supportive challenge regarding safeguarding procedures and practices within their academy. They will be responsible for ensuring safeguarding information is reported to the governing body as a whole. See Appendix D for an overview of the role of Governors.

Our DSL and named safeguarding governor will be clearly identified to the academy community through notices in the academy, on websites and within newsletters.

Venturers Trust employ a Trust Safeguarding Lead (TSL) who will support all of the DSLs to achieve best practice across our Trust. The Trust will ensure there is a named safeguarding Trust Board Member who will oversee safeguarding practice at Trust level.

As delegated by the Board of Trustees, the Chief Executive is the lead for safeguarding and directly line manages the TSL. The TSL has oversight of the Trust Policy and liaises directly with the named safeguarding governor on the Trust Board who reports to the Board on all safeguarding issues.

All action taken by Barton Hill Academy will be in accordance with:


Statutory guidance: 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 (2019) 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.

The Teacher Standards 2012 state that teachers, including head teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The National Standards of Excellence for Headteachers 2015 states that Headteachers and senior leaders in schools should provide a safe, calm and well-ordered environment for all pupils and staff, focus on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

All staff in our academy have a role and responsibility to safeguard children and young people attending our academy, irrespective of their role within the academy by:

• Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. These concerns should be discussed with our Designated Safeguarding Lead.
• Being aware of the process and principles for sharing information within the academy.
• Considering whether sharing information is likely to safeguard and protect a child.

Any staff member (or visitor) who has a concern about a child’s welfare should follow the referral processes set out in Appendix E.

EXPECTATIONS

All staff will:

• Be familiar with this safeguarding policy;
• Know who the DSL and the governor responsible for safeguarding in the academy is;
• Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
• Actively engage in safeguarding training and updates to practice;
• Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
• Be aware of extra support needed for pupils within their sphere of responsibility e.g. EHCPs, support plans, behaviour plans.
• Be alert to signs and indicators of possible abuse or neglect, including issues such as Female Genital Mutilation, Childhood Sexual or Criminal Exploitation, peer on peer abuse etc;
• Be aware of the academy’s procedures in order to identify those pupils in need of early intervention and take appropriate action;
• Ensure their approach is child-centred and will actively listen to children and their concerns;
• Record concerns and share the record with the DSL, where disclosure happens the report to the DSL will be completed immediately or as soon as is practically possible and the DSL advised that there is a child protection, risk of harm report;
• Be aware of the Trust whistleblowing procedures to follow if they have concerns about safeguarding practices within the academy;
• Understand the use of the Signs of Safety strengths based assessment process to assess a child’s needs; (see Appendix F)
• Take responsibility for ensuring the academy is a safe environment for all who use it.
• Support social workers and other agencies following any referral where appropriate and challenging decisions made where necessary and appropriate.

Our Academies acknowledges that any child may benefit from early intervention, but all staff should be particularly alert to the potential need for early intervention for a child who:

• has specific additional needs;
• is a young carer;
• is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
• is frequently missing/goes missing from care or from home;
• is misusing drugs or alcohol themselves;
• is at risk of modern slavery, trafficking or exploitation;
• is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
• has returned home to their family from care;
• is showing early signs of abuse and/or neglect;
• is at risk of being radicalised or exploited;
• is a privately fostered child.

If a child is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately (see process set out in Appendix E). Anyone can make a referral and all staff will be aware of the referral processes to First Response (Bristol Social Care). Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

Regulated professionals have a mandatory reporting duty to report cases of known Female Genital Mutilation (FGM). Teachers are considered regulated professionals. The duty requires that they themselves report apparent incidents to the police via 101. This cannot be delegated to the Designated Safeguarding Lead. For further information about preventing and responding to incidents of FGM, the BSCB have issued FGM Safeguarding Guidance 2017-2020.

For a summary of the general principals and procedures contained in this policy, please see Appendix P
PREVENTION

We recognise that our academy plays a significant part in the prevention of harm to our pupils and will therefore;

- Raise awareness of all safeguarding and child protection issues with pupils through Personal, Social, Health and Economic (PSHE) education sessions, Sex and Relationship Education (SRE), pastoral support, appropriate notices and signposting to support.
- Establish and maintain an ethos where pupils feel safe and positive.
- Encourage a culture of listening to children and young people, taking account of their wishes and feelings.
- Develop pupil emotional health and wellbeing including self-esteem, resilience and confidence.
- Ensure staff recognise the increased vulnerabilities of children with SEND and medical conditions and the increased support and vigilance needed.
- Ensure pupils are aware of where to go for support within, and outside of, their academy.
- Monitor pupil data to identify areas of concern before implementing pastoral interventions.
- Discuss specific concerns during appropriate staff meetings and liaise with external agencies to develop a holistic understanding of the current situation for a pupil.
- Utilise the assessment framework for safeguarding (Appendix G) to identify areas of concern before implementing pastoral interventions.
- Provide targeted support where and when needed.
- Support parents/carers to ensure pupils are provided with safe and effective care.
- Report concerns to the DSL if it is thought a pupil/student may be at risk of radicalisation or involvement in terrorism.
- Work to ensure all staff working across the Trust are safe and suitable to do so, that they are easily identifiable by their identity cards and any visitors to academy sites are accompanied and remain under supervision at all times.

SAFER RECRUITMENT AND SELECTION

Barton Hill Academy is committed to safeguarding and promoting the welfare of children and young people. We require all staff and volunteers to demonstrate this commitment in every aspect of their work. There is a Trust wide Safer Recruitment policy, with procedures in place to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

We pay full regard to the safer recruitment practices detailed in ‘Keeping Children Safe in Education’ (2019) including 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. All staff will require an enhanced DBS. Overseas checks will also be completed for staff members that have lived or worked outside the UK and prohibition checks will be completed for staff that meet the criteria specified in Keeping Children Safe in Education (2019).

We will maintain our own Single Central Record detailing pre-appointment checks for all staff as specified in Keeping Children Safe in Education (2019), as well as other checks and information deemed relevant by the Trust and our academy.

All recruitment materials will include reference to both Venturers Trust and our academy’s commitment to safeguarding and promoting the wellbeing of pupils.

We ensure ongoing suitability of staff by the signing of an annual declaration confirming there has been no change to their caution or conviction status. They also update their knowledge of safeguarding policy and procedures used by the academy, undergo annual safeguarding update training and are made aware of any updates to Keeping Children Safe in Education.

Information regarding the recruitment and employment of all staff is held on the Single Central Record for our academy to evidence appropriate checks have been completed. The single central record is regularly checked by
members of Trust, this can include the DSL and the Safeguarding Governor, the Principal, the TSL or an HR Business partner.

Staff understand there is a need for vigilance in practice within our academy and if there are concerns have procedures to follow within the whistleblowing policy, escalation policy, Trust code of conduct and Academy staff handbook.

*See Appendix H for the Trust’s Safer Recruitment checklist of safe practice*

**TRAINING**

In addition to this policy, **all** staff will read and sign to say they understand Part One of *Keeping Children Safe in Education (KCSIE 2019)*. This will form part of staff induction, and their annual safeguarding update training.

All staff members will receive appropriate safeguarding and child protection training, which is regularly updated. In addition, **all** staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Whistle blowing procedures will be covered in whole academy training so that staff know what to do if they have concerns relating to safeguarding practice within the academy.

High quality training regarding safeguarding and child protection will be provided and comply with the law at all times.

The designated safeguarding lead, Trust Lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.

There may be rare occasions when it is necessary to use restrictive physical intervention with a pupil. Staff needing to support behaviour and maintain a safe environment in this way will be trained in the techniques needed to do this safely, ensuring intervention is reasonable and proportionate.

Our Governing body will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training will be in line with advice from the Keeping Bristol Safe Partnership (KBSP).

We 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. The selection process for every post will include exploration of the candidate’s understanding of child safeguarding issues.

The Designated Teacher appointed to promote the educational achievement of children in care will undergo appropriate training.

The DSL will undertake Prevent awareness training and in turn will provide advice and support to staff on protecting children from the risk of radicalisation.

Online safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach.

**SUPPORTING STAFF**

Barton Hill Academy recognises the stressful and potentially traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate. This could be provided, for example, by the Principal, the employee assistance programme, an external professional, and/or a teacher as appropriate.
In addition, designated staff should have access to support (as above) but also workshops, courses or meetings as organised by the LA, the BSCB, or the Trust. Supervision should be offered to all DSLs, and DSOs as appropriate, via an external agency.

Barton Hill Academy understands that employees should have access to advice on the boundaries of appropriate behaviour. The documents ‘Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings’ and ‘Keeping Children Safe in Education’ (DfE September 2019) ‘What to do if worried that a child is being abused’ as well as the academy’s staff handbook and the Trust Employee Code of Conduct all provide advice on this and the circumstances which should be avoided in order to limit complaints against employees or abuse of trust, and/or allegations of physical or sexual abuse.

ALLEGATIONS AGAINST MEMBERS OF STAFF

All staff should take care not to place themselves in a vulnerable position with a child. Where possible, it is always advisable for work with individual children or parents to be conducted in view of other adults.

All staff should be aware of the academy’s guidance on behaviour issues and the behaviour management policy, as well as following the academy’s guidance for positive handling and use of reasonable force.

It is the responsibility of all staff to report any potential safeguarding concerns about an individual’s behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported directly to the Principal/Head Teacher, if appropriate they will liaise with the Local Authority Designated Officer (LADO) and decide on any action required.

If the concern relates to the Principal/Head Teacher it should be reported to the Chair of Governors, who will liaise with the LADO and they will decide on any action required.

Any reports made to the LADO will also be reported to the Trust Safeguarding Lead, who in turn will report this to the Trust Board member for safeguarding.

Barton Hill Academy will follow statutory responsibilities set out in Part 4 of Keeping Children Safe in Education (2019): Allegations of abuse made against teachers and other staff.

Barton Hill Academy has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and that the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.

Barton Hill Academy will follow the Trust Allegations Against Staff Policy.

PUPIL PEER TO PEER ALLEGATIONS

It is important to recognise that peer on peer abuse can take many forms (see Appendix I for types of abuse) but can also include sexting, sexual harassment, upskirting, on-line and face to face bullying and persistent inappropriate and demeaning comments (often disguised as ‘banter’). We recognise that abuse is abuse and as such, no form of this will be tolerated within our academy.

We recognise the gendered nature of peer on peer abuse and whilst it is more likely that girls will be victims and boys perpetrators, this form of abuse between any gender is unacceptable and will be taken seriously.

If staff witness such incidents they should inform the DSL through the appropriate reporting channels, or, if a pupil discloses to a member of staff, then staff should follow the advice in Appendix K ‘responding to a disclosure of abuse’.
When investigating incidents and allegations, we will have regard for the advice contained in Sexual violence and sexual harassment between children in schools and colleges (DfE Dec 2017) and part 5 of Keeping Children Safe in Education (2019).

Barton Hill Academy acknowledges it is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a different level of support to that which might be provided to an adult who is alleged to have abused a child.

Where Barton Hill Academy is supporting children autism who may be abusive or cause harm to others we will follow the National Autistic Society (NAS) Guidance regarding specific safeguarding issues. We acknowledge that some of the behaviours that a child with autism may display could be seen to be abusive towards others. However, we will explore the reasoning behind the behaviour as it may relate more to their autism than to a purposeful attempt to cause harm. See Appendix J for the NAS guidance

SUPPORTING PUPILS

Age appropriate opportunities will be provided for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing as they move through the different phases of their education. Relevant issues will be supported through the curriculum, specifically in PSHE, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

We recognise that pupils may find safeguarding issues/disclosures to be a difficult experience and often this significantly impacts upon their mental health and wellbeing, which can result in behavioural changes. Therefore, we will support pupils by providing appropriate pastoral interventions and also liaising with Social Care and external agencies as appropriate. If parents/carers or external agencies are not taking action, then we will challenge this decision and reinforce our concerns.

We will all work to ensure that all pupils are helped to understand how safeguarding and child protection processes work, how they can be involved and how they can contribute to decisions made about their future in accordance with their age and understanding.

When a child is missing from education we will follow Bristol’s Children Missing Education (CME) Guidance for schools. We will also provide continued support to a pupil who comes off roll by ensuring the appropriate safeguarding and child protection information is forwarded to their new provision, with our DSL ensuring secure transit and confirmation of receipt, following the Bristol guidance for the safe transfer of child protection information.

Barton Hill Academy recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of worth. (See Appendix I types of abuse).

We aspire to work in a trauma informed way, supporting children to be safe in their academy and their communities and considering the impact of contextual and historical factors in their lives that may limit their opportunities to succeed. We will ensure that our academy provides a stimulating, challenging and caring environment in which all children and young people are able to learn, grow and succeed within their academy and beyond. We will develop a trauma informed workforce that understands the potential impact of Adverse Childhood Experiences (ACEs) on all members of their communities (children, young people, parents/carers, staff, and community members).

We are aware that our academy may provide the only stability in the lives of children who have been abused or who are at risk of harm. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn – we will ensure a culture of vigilance and questioning of our practice as professionals to ensure the identification of children who need support happens in a timely manner.

Barton Hill Academy will support all pupils by;
- Encouraging the development of self-esteem and resilience in every aspect of academy life, including through the curriculum.
- Promoting a caring, safe and positive environment within the academy.
- Liaising and working together with all support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Children in Care (CiC) and that an up to date list of children regularly reviewed and updated.
- The Inclusion Manager for the academy is be made aware of all Looked After Children (LAC) and previously Looked After Children in the academy.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the academy by ensuring that such concerns and academy medical records are forwarded under confidential cover to the principal at the pupil’s new school as a matter of urgency. In addition, for any pupils joining from another school, ensuring that there is full disclosure of any prior concerns/issues that we need to know to ensure we can continue to support that pupil.

All pupils are made aware of age appropriate reporting systems which enable them to report concerns in a safe and confidential manner if they need to approach adults for support.

**SUPPORTING PARENTS AND CARERS**

We recognise that parents/carers may find accepting safeguarding issues/disclosures to be a difficult experience. The ‘Safeguarding and Child Protection’ policy is available to view on the Academy website and we ensure safeguarding concerns/actions relating to a child are communicated to their parents/carers in a timely manner (unless informing parents/carers poses a potential risk of harm to the child). Therefore, wherever possible, we will seek the consent of parents/carers prior to making a referral to Bristol Social Care. Staff also signpost parents/carers to potential support during meetings and discussions.

When visiting the Academy, information regarding the DSL and designated safeguarding team is clearly displayed and an ‘Information for Visitors’ leaflet is provided so all visitors are aware of the steps taken to safeguard children in our academy.

Information about how the academy works to safeguard children will be made available to families coming into the academy at transition times and at any mid-year admission point to ensure parent/carers and their children understand the academy’s commitment to them and their safety. See Appendix L for safeguarding information for children, Appendix M for safeguarding overview for parents.

**MULTI AGENCY WORKING**

At Barton Hill Academy our staff work in partnership with other agencies to act in the best interests of our pupils. We recognise that we are part of the universal Early Help and Intervention services available to families and will support the early identification of issues that may lead to risk of harm and seek to resolve these issues through partnership working with multi agency partners as appropriate.

We will co-operate with any child protection enquiries conducted by children’s social care: the academy will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

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

Certain groups of pupils within the academy are more likely to be identified as requiring extra support to meet their safeguarding needs, these could include: looked after and previously looked after children, young carers, those living in households where there is domestic abuse, and/or substance misuse, etc.
Additional consideration also needs to be given to the needs of SEND children, due to their specific and increased vulnerabilities and the barriers they, and their families, face accessing support services.

It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs. Multi agency working and appropriate and timely information sharing can lead to better outcomes and lower risk for these more vulnerable pupils.

INFORMATION SHARING

All information held at Academy and Trust level will be stored and shared in line with the General Data Protection Regulation (GDPR). This legislation determines how personal data is processed and kept safe, and the legal rights individuals have in relation to their own data. It is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss.

The most important consideration is whether sharing information is likely to safeguard and protect a child. We will be open and honest with the parent/carers (and the pupil where appropriate) from the outset about why/what/how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or inappropriate to do so.

No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child’s welfare and believes they are suffering or likely to suffer harm, then they should share the information with informed consent (where appropriate), with the DSL/designated safeguarding officers, Bristol Social Care or the Police. We will follow procedures for information sharing as set out in the ‘Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers’ (2015).

When information sharing our academy will consider the context that safeguarding incidents or behaviours can occur in, and ensure that any relevant contextual safeguarding information is shared so a full assessment, including environmental factors, can be carried out.

Before sharing information, the following key principles should be considered. Is the information being shared; necessary, proportionate, relevant, adequate, accurate, timely, secure, recorded?

Information on how and why we share information about children will be shared with parents/carers when they become part of the academy community and will feature within their induction information.

RECORDING

All concerns/disclosures/actions relating to safeguarding and child protection must be recorded. All appropriate evidence must be preserved to support future actions. Referrals and actions must be recorded on the Academy’s secure record (CPOMS) and monitored by the DSL who will then update the Principal and governors as appropriate. See Appendix K responding to a disclosure of abuse.

CONFIDENTIALITY

Barton Hill Academy recognise that safeguarding issues include personal information about children (and often their families) and it is therefore essential that this information is treated as confidential. This information is stored and handled in line with the GDPR procedures, however, child protection records are often exempt from the disclosure provisions and therefore any requests by parents/carers to see their child protection data will be referred to the DSL.

Disclosure of any information about a child and their family to staff members will be on a need to know basis only.

All staff are aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing.
WHISTLE-BLOWING
Barton Hill Academy is committed to the highest possible standards of openness and accountability and we encourage staff with any concerns about any aspect of our work to come forward and voice those concerns. Staff have a responsibility to bring matters of concern to the attention of the safeguarding lead or other members of the senior leadership team and/or relevant agencies by following the Trust’s Whistle-blowing policy.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. 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

POSITION OF TRUST
Adults have a position of power and trust in relation to children and this power or influence might be abused to persuade and encourage or intimidate a child or young person into certain behaviours or activities.

All staff at the Academy are trained to recognise the responsibility they have to ensure they do not abuse their positions of trust. The Sexual Offences Act (2003) re-enacts and extends the abuse of position of trust offences set out in the Sexual Offences (Amendment) Act (2000). While young people aged between 16 and 18 can legally consent to some types of sexual activity this is not the case in a situation where there is an abuse of trust. Exploitation of this by those in positions of trust, responsibility or authority constitutes a criminal offence which will be dealt with through notification by the Academy to the LADO who will advise whether the police should be contacted and the next course of action and investigation.

Expected behaviours of staff in positions of trust are further clarified in the Trust’s Employee Code of Conduct.
APPENDIX A RELATED POLICY, PROCEDURE AND GUIDANCE LIST

Academy Documents

- Academy Staff Handbook
- Anti-Bullying
- Behaviour Policy
- E-Safety Policy
- Positive Handling Policy
- Preventing Radicalisation and Extremism
- Mental Health and Wellbeing Policy
- SEND and Inclusion Policy
- Looked after Children
- Attendance
- Health and Safety
- Annual Declaration
- Critical Incident Plan

Trust Documents

- Safer Recruitment, Selection and Disclosure
- Whistleblowing
- Equality Statement
- Employee Code of Conduct
- GDPR Data Protection Policy
- Allegations Against Staff Policy
- DBS Policy
- Health and Safety
- Mental Health and Wellbeing Statement of Intent

External Organisations Documents

- FGM Safeguarding Guidance (Keeping Bristol Safe Partnership (KBSP))
- Working Together to Safeguard Children
- Keeping Children Safe in Education (2019)
- The Teaching Standards
- The National Standards of Excellence for Headteachers
- Guidance for Safer Working Practices for the Protection of Children and Staff in Education Settings
- What to do if you’re Worried a Child is Being Abused: Advice for practitioners
- LADO Referral Form (BCC)
- CME Guidance for Schools (BCC)
• Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.
• Escalation Policy (BSCB)
• Criminal Exploitation of Children (CCE) and Vulnerable Adults: County Lines (Home Office)
• Sexual Violence and Sexual Harassment between Children in Schools and Colleges
• ‘We have the right to be safe’ Protecting disabled children from abuse (NSPCC)
• Early Years Foundation Stage
• Searching Screening and Confiscation Advice for Schools (DfE)
• Advice for Schools and Colleges on Responding to Sexting Incidents (UKCCIS)
• Guidance on the transfer of a child protection/safeguarding file to another educational setting (BCC)
• Preventing youth violence and gang involvement (Home Office)
APPENDIX B OVERVIEW OF THE DSL ROLE

The designated safeguarding lead will be part of the academy’s Senior Leadership Team (SLT) and will undertake lead responsibility for safeguarding and child protection within the academy.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, ultimate responsibility for safeguarding and child protection remains with the DSL, they will hold the safeguarding picture for the academy and be the most appropriate person to offer safeguarding advice.

The broad areas of responsibility for the DSL are:

Managing referrals to other agencies including: the local authority children’s social care in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.

Work with others to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and liaise with the Local Authority Designated Officer (LADO) as required.

Undertake Training to ensure they (and any deputies) are provided with the knowledge and skills required to carry out the role, updated at least every 2 years.

Raise Awareness to ensure the Academy safeguarding and child protection policies are known, understood and used appropriately. The DSL will also provide an annual report to the governing body on safeguarding and child protection activity within the academy.

Manage safeguarding information through the collection, monitoring, reviewing, safe storage and timely transfer of safeguarding and child protection files in line with the Keeping Bristol Safe Partnership guidance (KBSP).

Availability of the DSL (or a deputy) during term time and academy hours, needs to be ensured for staff in the academy to discuss any safeguarding concerns.

More specific areas of responsibility for the DSL are:

- Ensure the ‘Safeguarding and Child Protection’ policy, procedures, linked policies and Culture of Vigilance are known, understood and used appropriately

- Work with the Trust Safeguarding Lead to ensure the ‘Safeguarding and Child Protection’ policy is reviewed annually (as a minimum), is ratified by the governing body and the procedures and implementation are updated and reviewed regularly

- Ensure that the designated safeguarding governor is regularly updated regarding matters of safeguarding as appropriate

- Ensure each member of staff (especially new and part time staff) has access to and has read/understood the ‘Safeguarding and Child Protection’ policy, ‘Keeping Children Safe in Education (2019): Part 1 and Annex A; and the ‘Code of Conduct’ for staff

- Ensure the ‘Safeguarding and Child Protection’ policy is available publicly (via the Academy website) and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this

- Encourage a culture of listening to children and taking account of their wishes and feelings

- Ensure students are aware of where to go for support or to disclose abuse
• Ensure the deputy DSLs are equipped with the knowledge and understanding of how to complete the roles and responsibilities of the DSL as appropriate. Complete DSL training every two years with an appropriate update annually, as a minimum

• Provide appropriate staff safeguarding training annually (as a minimum) to ensure all staff have the knowledge and understanding to implement safeguarding procedures

• Inform relevant professionals following any allegation of abuse relating to a member of staff within the Academy or Trust

• Ensure staff know how to act upon safeguarding concerns and disclosures

• Act as a source of support, advice and expertise for staff in relation to safeguarding and ensure staff understand the role of DSL

• Refer cases of suspected abuse to Bristol Social Care (First Response) as required

• Refer cases to the Channel programme where there is a radicalisation concern as required

• Refer cases of Female Genital Mutilation (FGM) to the police

• Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required

• Refer cases where a crime may have been committed to the Police as required

• Support staff who make referrals as appropriate

• Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

• As required, liaise with Bristol Social Care (First Response) regarding child protection concerns

• Coordinate representation at child protection conferences and submission of reports at child protection conferences

• Be alert to the specific needs of children with child protection plans (CP), children in need (CIN), those with special educational needs and disabilities (SEND) and children looked after (CLA)

• Are able to keep detailed, accurate, secure records of concerns/referrals/actions

• Understand and support staff with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

• Obtain access to resources and attend any relevant or refresher training courses

• Link with the Keeping Bristol Safe Partnership (KBSP) to make sure staff are aware of training opportunities and the latest local safeguarding policies

• Ensure child protection records/information are provided to Social Care, the Police and the accepting school of a student coming off roll, in accordance with information sharing protocols

A more detailed description of the role of the DSL is explained in Keeping Children Safe in Education (2019) – Annex B.

Details of our DSL and Deputy DSLs are available on the Academy website, in our newsletters and on display around the academy.
APPENDIX C DUTY OF CARE

Barton Hill Academy recognises its responsibilities to carry out its duty of care towards staff and students and will do this by;

- Supporting students’ development in ways that will foster security, confidence and resilience in every aspect of academy life
- Ensuring that staff are aware that there are identifiable vulnerable groups within the academy such as LAC and SEN-D students
- Providing an environment in which students feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Ensuring that students are educated about the expectations they should have relating to the behaviour of adults who work with them.
- Developing effective working relationships with all other agencies involved in safeguarding children such as Social Care, Early Help, Child and Adolescent Mental Health Services, police and voluntary agencies.
- Ensuring that we have a named Designated Teacher for Looked After Children and for SEN-D students
- Contributing to the wider safeguarding agenda by working with the local community and following government guidance to help our students live in a safe environment.
- Recognising that staff working in the academy who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and we will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support.
- Ensuring that all adults within our academy who have access to students have had their suitability checked.
APPENDIX D OVERVIEW OF THE ROLE OF THE GOVERNORS

The governing body will ensure that:

- The academy has a safeguarding policy in accordance with the procedures of Keeping Children Safe in Education (2019) and the Keeping Bristol Safe Partnership (KBSP);
- The safeguarding policy is shared with all staff, is available on the Academy website and can be accessed by parents/carers of the academy;
- The academy operates safer recruitment procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- A member of the academy’s senior leadership team is appointed as the DSL;
- The DSL attends appropriate refresher training every two years;
- The Head Teacher/Principal and all other staff who work with children undertake regular safeguarding training;
- Temporary staff and volunteers are made aware of the academy’s arrangements for safeguarding and child protection and their responsibilities;
- All staff within the Academy are aware of professional behaviour expectations from the Trust code of conduct and the Academy Staff Handbook;
- The academy remedies any deficiencies or weaknesses brought to its attention without delay;
- The academy has procedures for dealing with allegations of abuse against staff/volunteers;
- The governing body reviews its policies/procedures annually or as required;
- A nominated governor is appointed with a specific brief for safeguarding and child protection and will liaise with the Head Teacher/Principal and DSL. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students;
- The Nominated Governor will liaise with the Head Teacher/Principal and the Designated Safeguarding Lead to produce an annual report for governors and complete the annual safeguarding audit for the local authority;
- The chair of the governing body is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher/Principal.
- Training is undertaken by all members to the expected level as specified by Venturers Trust.
APPENDIX E REFERRAL PROCESSES FOR BRISTOL

You have concerns about a child

- Child Protection concern – take action now.
  - Go to speak with DSL immediately. If not available, find the deputy or you act.
  - Agree who will make the referral to First Response (and call the police on 101 if necessary).
  - Referral is made to First Response/Police, stating that it is a Child Protection concern.
  - Action is taken by the appropriate agencies.
  - You will need to record on school system in writing ASAP (within 24 hours). This applies whether or not you make the actual referral.
  - School continues to participate in Child Protection Strategy or 5.47 Enquiries.

- Child is in immediate danger – phone 999.
  - Complete Cause for Concern form and pass to DSL (using the school system).
  - DSL will assess (with discussion with staff and consultation of any safeguarding file held) to agree actions required.
  - Concern meets threshold for Early Help Team or Child in Need.
  - School led interventions/refer direct to other agencies (e.g. Brook, counselling, etc) – this equates to early help for the child (not to be confused with the team).
  - Complete web form referral to First Response (copy of referral kept for school file). Parental consent is required.
  - First Response assess risk and direct to:
    - Early Help Team appropriate. – SAP allocated and referer informed. School participate in assessment and plan.
    - Context/Need & Scarcities. Allocated to Social Care Unit, referer informed. School participate in assessment and plan.
    - Decide no further action and inform the school.

No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessments and plans. Chase referrals if not kept informed – this is our responsibility.
APPENDIX F SIGNS OF SAFETY WORK IN BRISTOL

Since 2014 Bristol have been using one assessment for children and their families which uses the language of Signs of Safety. The language used in the forms is clear and should enable families to put their views across in the assessment process and contribute to plans and next steps.

Mapping

Signs of safety use ‘Mappings’ to focus on how the information being given is:

- harmful – what happened in the past / present
- what is dangerous for the child
- what are the complicating factors involved?
- what is working well
- are there any strengths which can be tested over time to make the situation safe?
- what are the goals for the child and family so we can close the case?
- what are the steps to take to make the goals happen?

3 Houses

The ‘3 houses’ tool mirrors the ‘Mapping’ and is a tool to work with the child so we can understand their view of the situation:

- what is good
- what is worrying them
- what would they like things to look like (dreams)

Anything can be used to focus the thinking and, it works well if the child is able to draw themselves, and the worker makes notes.

Three Houses form (pdf, 101k) (opens new window)

Forms for completing Sign of Safety assessments can be found here;

SoS Assessment and Planning Form (Word) (word doc, 150k) (opens new window)
SoS Assessment and Planning Form (pdf, 32k) (opens new window)
Parent / Carer / Child’s Report to Initial / Review Child Protection Conference (word doc, 43k) (opens new window)
Agencies’ Report to Initial / Review Child Protection Conference (word doc, 62k) (opens new window)

Child protection case conference

Signs of Safety ‘Mappings’ are also used in Child Protection Case conferences to assess if the child is living in a family where the threshold is met.

When we are so worried, a multi-agency plan is needed to keep them safe and support the family through change. All agencies are asked to fill in the forms based on the Signs of Safety before the Conference.
APPENDIX H SAFER RECRUITMENT CHECKLIST

There is a statement referencing the academy’s commitment to keeping children safe included in all recruitment documents.

Adverts state that the successful applicant will be required to go through a robust vetting process e.g. all applicants will be required to have an enhanced DBS check if working in “regulated activity”.

Applicants are informed of the importance of safeguarding in a variety of ways, and the signposting to safeguarding checks are part of pre-employment processes are emphasised:

- Adverts
- Application forms
- Job descriptions
- Invite to interview letters/interview programmes
- Self Disclosure declarations at interview
- Pre-employment checks – DBS enhanced, Section 128 checks and Prohibition checks where relevant
- Contract of employment
- Induction programmes
- Online training; refresher training whilst in employment; INSET day training, workshops; topics of the week/assemblies; etc
- Safer recruitment training for interview panels
- Internal audits

Staff are made aware that there is a strict code of conduct for all staff and are asked to sign this annually as part of their annual declaration.

All applications are received on a standardised application form. CV’s are not accepted.

Applicants are informed that;

- The post is exempt from the Rehabilitation of Offenders Act 1974 as detailed on the Trust and academy websites, as well as in the application form itself
- The successful applicant will be required to provide a DBS check at the required level. This is conducted prior to appointment, however if DBS checks are not returned in time prior to a start date, adjustments are made with an accompanying risk assessment to address key practicalities
- References will be taken up (prior to interview) and previous employers may be approached to verify information
- Verification of references is conducted by telephone for all appointed candidates prior to the start of employment by the central HR team.
- The employer will seek information from previous employers about any disciplinary procedures relating to children or child protection concerns, and may request additional referencing if considered appropriate.
- Providing false information is an offence, and could result in the withdrawal of any employment offer as well as disciplinary action, should content on the application form prove incorrect or fraudulent. Falsifying information on the application form could also result in dismissal.

Application forms are scrutinised by at least 2 people who compromise the shortlisting panel. This panel will also be involved in the interviewing of the candidates. At least one member of the interview panel will have been trained in safer recruitment practice and principles.

All positions in the Trust will amount to ‘regulated positions’ and all applicants must declare all previous convictions, including those normally considered as spent.
In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the Trust will carry out a risk assessment. At that time, a further meeting with the prospective employee may be required, to ascertain risk. The Principal’s decision is final.

References for all shortlisted candidates are sought prior to interview and are sought directly from the referee.

Verbal references are always followed up by written ones.

References are requested on a standard reference proforma.

At least 2 references are sought, at least one is from the current employer or a previous employer where the candidate worked with children, covering the last 5 years as a minimum.

Interview questions are agreed prior to interview and at least one person on the panel should have attended Safer Recruitment training within the last 2 years.

The following checks are completed at the interview stage or prior to interview

- the identity of the candidate
- their eligibility to work in the UK for all candidates
- specific qualifications or experience
- registration with a professional body if required
- right to work and live in the UK for overseas applicants

All interviews are conducted face to face by a minimum of 2 people and are structured so the same information is sought from each candidate. Any employment decisions made are recorded. Records are held for a minimum of 6 months, then confidentially destroyed in accordance to the Data Retention and Recruitment policies.

When an offer of appointment is made, it is made on condition that all pre-employment checks are satisfactorily completed including vetting (DBS) checks and prohibition checks.

The Single Central Record is used in all academies to record information about all staff suitability and checks undertaken.

All staff are given safeguarding information and complete safeguarding training as part of their induction.

Annual training and updates regarding safeguarding form part of the ongoing support to staff.

A culture of vigilance is embedded throughout the academy community.

Staff make annual declarations regarding their DBS status.

Staff re commit to the safeguarding procedures within their academy on an annual basis e.g. KCSiE updates and part 1, code of conduct, IT acceptable use etc

Robust whistleblowing and escalation procedures are in place for staff within the academy to report concerns about other professionals and their practice.

Repeat DBS checks are carried out on all staff in line with the Trust’s recheck policy.

Academy governors and Trust Board Members are recruited in a similar way and are subject to all appropriate and relevant checks as specified in KCSiE 2019.

For more detailed information regarding safer recruitment at Venturers Trust, refer to the Trust’s Safer Recruitment Policy.
### APPENDIX I TYPES OF ABUSE

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

All academy and Trust 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.

The following are the definitions 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.

<table>
<thead>
<tr>
<th>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.</th>
<th>Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</th>
</tr>
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<tr>
<td><strong>Sexual abuse:</strong> 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.</td>
<td><strong>Emotional abuse:</strong> 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.</td>
</tr>
</tbody>
</table>
APPENDIX J NAS GUIDANCE - Children or young people with autism who may abuse others.

If a child with autism bullies another child, carefully consider the possible reasons for the bullying. Some children with autism find it difficult to understand or control their emotions or behaviour and may have little or no concept of the consequences of their actions. They might not have the insight or language to describe their feelings of frustration, may not be able to appreciate the impact of their words or behaviour on others, or may be re-enacting the bullying that they have experienced from others. The possibility that the child with autism is being coerced by others, as in mate crime, should also be explored. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the academy’s policy and procedures with regards to peer on peer abuse. Safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside the academy environment.

All staff, but especially the designated safeguarding lead (or deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that academies provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding. (VA)
APPENDIX K RESPONDING TO A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

Stay calm.

Do not communicate shock, anger or embarrassment.

Reassure the child. Tell her/him you are pleased that s/he is speaking to you.

Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order 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.

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 s/he has a right to be safe and protected.

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

Be aware that the child may retract what s/he has 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.

Recognise – Respond – Reassure – Refer - Record

NB: For more information on what to do if a child discloses see the government guidance - What to do if worried a child is being abused: Advice for practitioners
APPENDIX N KEY SAFEGUARDING AREAS

There are specific areas of safeguarding that Barton Hill Academy have a responsibility to address and these include;

**Abuse** – see Appendix I for types of abuse and neglect

**Bullying including Cyberbullying and Sexting** - All academies have a separate Anti-Bullying policy which details responses to these issues.

**Criminal Exploitation of Children (CCE)** – Referenced in the Government’s Guidance County Lines, part of the governments approach to ending gang violence and exploitation of children through organised crime.

**Children Missing Education** – Helping to identify children who are missing education and enabling them to access it again.

**Children Missing from Home or Care** – Responsibility to stop children from going missing and protection for those who do.

**Child Sexual Exploitation (CSE), trafficking and modern slavery** – CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. CSE also needs to be considered in terms of children who have been recruited or transported for the purposes of exploitation.

**County Lines** – Criminal exploitation is also known as ‘county lines’ and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone ‘lines’ to supply drugs.

**Domestic violence, Gender-based violence/violence against women and girls (VAWG) and teenage relationship abuse** - involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been, in relationships or are family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships.

**Drugs** – As part of academy’s duty to promote pupils’ wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Government’s drug strategy (2010) to provide information, advice and support to pupils via the curriculum.

**Fabricated or induced Illness** - This supplementary guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008), sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.

**Faith Based Abuse** – The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.

**So called ‘honour-based’ violence** – encompasses incidents or crimes, which have been committed to protect or defend the honour of the family or the community, and includes female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

**Female Genital Mutilation (FGM)** – Comprises all procedures involving partial or total removal of the external female genitals or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

**Forced Marriage** – is not the same as an arranged marriage, as it involves coercion and force as opposed to a marriage based on free choice. It affects both males and females.
Gangs and Youth Violence – Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the academy environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.

Hate – How we are protecting children and communities from extremism and radicalisation and educating against hate.

Homelessness – Being homeless or being at risk of becoming homeless present a real risk to a child’s welfare. Awareness of referral and support systems within the LA will lead to progression of concerns at the earliest opportunity.

Knife Crime - Knife crime is an increasing risk to children, both at school and in their communities. Recent Ofsted research has identified ways that schools can keep children safe from this risk and recommend that schools and local agencies should work together more closely to meet their specific local needs by; improving partnership working and strategic planning; thinking about how exclusions and managed moves are used; prioritise early help and prevention; improve information sharing and teach about knife crime through the curriculum

Mental Health – Acknowledging the impact of Mental Ill Health on children’s abilities to achieve their potential. A commitment to early identification and support for children whose behaviour suggests they may have unmet mental health needs.

Missing Children and Adults – Strategic approach to preventing people going missing, protection of those who go missing and provision of support and advice to missing persons and their families.

Private Fostering – Is an arrangement made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last 28 days or more. Barton Hill Academy has a responsibility to refer to Children’s Services any private fostering arrangement. Children’s Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.

Preventing Radicalisation – Each academy holds a policy on preventing radicalisation and extremism. The academy is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individual who may be drawn into terrorism, violent or non-violent extremism.

Sexual Violence and Sexual Harassment between children – Guidance regarding prevention of, and response to, pupil peer to peer allegation or abuse, including include sexting, sexual harassment, upskirting, on-line and face to face bullying and persistent inappropriate and demeaning comments (often disguised as ‘banter’).

Trafficking – is the trade in humans, most commonly for the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs; or for providing a spouse in the context of forced marriage. Human trafficking can occur within a country or trans-nationally, it is the trade in people, and does not necessarily involve the movement of the person from one place to another.

Additional information about these key safeguarding areas, and guidance for support and response to these issues can be found in Keeping Children Safe in Education - Annex A (2019).
APPENDIX O LOCAL SAFEGUARDING PRIORITIES

Local safeguarding children arrangements are changing in Bristol in response to the changes specified in Working Together to Safeguard Children. The Bristol Safeguarding Children Board has amalgamated into a Local Safeguarding Partnership, this will be called the Keeping Bristol Safe Partnership (KBSP). This board will be responsible for identifying the local safeguarding priorities, whilst these decision are being made, Barton Hill Academy will continue to work with the BSCB priorities until the new ones have been confirmed.

Academies within the Trust have allocated staff members to lead on these priorities and to knowledge share within their staff teams so responses to children and families with these needs are appropriate and follow legislative guidance.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Lead Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Genital Mutilation</td>
<td>Luisa Ali</td>
</tr>
<tr>
<td>Domestic Abuse, Honour based violence, Forced Marriage</td>
<td>Gayle Myring</td>
</tr>
<tr>
<td>Child Sexual Exploitation (CSE)</td>
<td>Gayle Myring</td>
</tr>
<tr>
<td>Pupils Missing out on Education (PME)</td>
<td>Gayle Myring</td>
</tr>
<tr>
<td>Children Missing Education (CME)</td>
<td>Gayle Myring</td>
</tr>
<tr>
<td>Prevent Duty</td>
<td>Emma Tovey</td>
</tr>
<tr>
<td>Bullying</td>
<td>Shelley Kent</td>
</tr>
<tr>
<td>E-Safety</td>
<td>Lawrence Kupai</td>
</tr>
</tbody>
</table>
1. The Academy will ensure guidance is clearly displayed in all rooms for students on what to do if they have any concerns.

2. Barton Hill Academy has a Designated Safeguarding Lead to whom any concern must be reported immediately.

3. On every occasion that a member of staff has reason to suspect potential child abuse (e.g. unusual injury, change in behaviour, not wanting to participate in Academy activities or to go home) they must contact the Academy’s Designated Safeguarding Lead at the earliest opportunity.

4. If you witness something or a child makes a disclosure, write a brief note as soon as you can that day while the facts are clear in your mind. If you believe an offence has been committed, you may choose to call the police directly.

5. The prime concern is ensuring the child is safe while the appropriate action is taken.

6. Under no circumstances should anyone within the Academy undertake a physical examination of the child or conduct an investigation into concerns relating to abuse as this is the role of the police and social care.

7. The Academy’s Designated Safeguarding Lead will ensure contact is made with the appropriate authority (e.g. with LADO, social care, police, Ofsted, and parents) and will keep a record of all allegations.

8. The local authority then becomes responsible for determining the appropriate course of action including who needs to know, what information can be shared and who will lead an investigation and who will advise the Academy’s Designated Safeguarding Lead accordingly.

9. Where an allegation is made against a member of staff the Academy will ensure the member of staff is supported and treated fairly. On rare occasions the Academy may need to consider suspending the alleged member of staff whilst an investigation is carried out or the case is resolved in order to guarantee the safety of the young person.

10. Abuse is gross misconduct and after proper investigation and fair hearing will generally result in summary dismissal.

11. A professional approach should be adopted throughout the process. Every effort will be made to maintain confidentiality. Confidential information should only be shared on a need to know basis.
APPENDIX Q – USEFUL CONTACTS

Keeping Bristol Safe Partnership: 0117 9037780
LADO: 0117 9037795
East Bristol Early Help: 0117 3576460
South Bristol Early Help: 0117 903 7770
North Bristol Early Help: 0117 3521499
First Response: 0117 9036444
Emergency Duty Team: 01454 615165
Police: 999 (Immediate risk)
PREVENT: 0800 789321
NSPCC: 0800 500 8000
ChildLine: 0800 1111
Ofsted Whistleblowing: 0300 123 3155 or email whistleblowing@ofsted.gov.uk
NSPCC Whistleblowing Helpline: 0800 028 0285