



Safeguarding and Child Protection Policy

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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 - Keeping Children Safe in Education (KCSIE), 2020.

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

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 through 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:

- Our Culture of Vigilance is embedded and understood by all members of our academy community.
- 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*

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.*

Named DSL roles at Barton Hill Academy	
DSL	Emma Tovey
Deputy DSLs	Gayle Myring
Deputy DSLs	Andrew Ford
Deputy DSLs	Shelley Kent
Deputy DSLs	Sophie Palmizi
Deputy DSLs	Rachel Hubbarde
Designated Safeguarding Governor	Iulia Pickup

**add more lines as needed for the members of the safeguarding team*

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 employs 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 oversees the line management of 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:

Current legislation: Children Act 1989 and 2004; Education Act 2002 and 2011 and Education and Inspection Act 2006

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 (2020) 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.

Departmental advice; What to do if you are worried a child is being abused – Advice for Practitioners and COVID 19: Safeguarding in schools, colleges and other providers May 2020.

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 acknowledge 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 in to 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.
- Has attendance figures that fall below the school's expected target of 95%

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 [KBS](#) 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, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 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.
- Monitor attendance of all learners, respond to concerns regarding low attendance or repeated unauthorised absences and work to prevent children and young people becoming pupils missing education or children missing education.
- Work to become a non-excluding academy
- Ensure appropriate filtering and monitoring systems are in place across our IT networks and that pupils and students understand how to keep themselves safe online in school, out of school and when home learning

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' (2020) 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 (2020).

We will maintain our own Single Central Record detailing pre-appointment checks for all staff as specified in Keeping Children Safe in Education (2020), 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 staff in line with the SCR guidance document.

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.

Any requests for references from members of staff will be handled in accordance with the Reference Policy and procedures.

We require that any agencies, contractors or consultants that we use conduct their own safeguarding checks on any staff that provide services to us, including enhanced DBS checks. They will need to have their own safeguarding policy, train and update their staff regularly in safeguarding issues and have clear processes for their staff to follow. Evidence that these are in place will be required before the academy will commission services from any such organisation.

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 2020)**. 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 KBSP, or the Trust. Supervision should be offered to all DSLs, and DSOs as appropriate, via an external agency.

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 2020) '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, including volunteers and supply 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, including volunteers and supply staff, should be aware of the academy's guidance on behaviour issues and the behaviour 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 (including supply staff and volunteers). 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 and the academy HR Business Partner. The TSL will in turn will report this to the Trust Board member for safeguarding. Any concerns including allegations that may meet the harms test will be addressed in line with the process.

Barton Hill Academy will follow statutory responsibilities (including any concerns where allegations may meet the harm test) set out in Part 4 of Keeping Children Safe in Education (2020): 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 (2020).

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 with 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 (see Appendix N for a definition), 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 recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. We will consider whether children are at risk of abuse or exploitation in situations outside their families understanding that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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, 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.
- Ensuring the Inclusion Lead/SENDco 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. E.g. through assemblies, posters/information displayed in school, online reporting mechanisms etc

CHILDREN REQUIRING MENTAL HEALTH SUPPORT

Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. World Health Organisation (WHO), 2014

Wellbeing is about feeling good and functioning well and comprises an individual's experience of their life; and a comparison of life circumstances with social norms and values. Department of Health and Social Care, 2014

Inclusion The goal of an inclusive education system is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential. All **children** can learn and **reach** their full potential given opportunity, effective teaching and appropriate resources.

Behaviour – The way students and pupils act or conduct themselves, especially towards others, recognising that it is a form of communication and we have to ensure we are understanding this and how our response will enhance the quality of adult – child and child – child interactions and relationships.

At Venturers Trust and Barton Hill Academy we recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive culture for all staff and students. Our ethos is a caring one which develops respect, self-esteem and gives a voice for all. We promote a supportive and inclusive ethos, which values parental/ carer involvement and their contributions.

We will also ensure that all of our academies provide 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.

Raising the standards of wellbeing across all of our academies will require clear strategic direction, good analysis of data and positive relationships, all of which will help to ensure no child is missed.

We will scrutinise all areas of our work with children and young people to look at the links between Mental Health and Wellbeing, Inclusion, Safeguarding and Behaviour to work towards a fully inclusive and supportive environment that meets the educational and social and emotional needs of all pupils and students, enabling them to thrive and succeed throughout their school careers and beyond.

We will ensure staff;

- Are aware that Mental Health problems can be an indicator, in some cases, that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Are well placed to observe children day to day and can potentially identify those whose behaviour suggest they may be experiencing a mental health problem or be at risk of developing one, and support the referral to appropriate services.
- Have access to routes to escalate concerns and there are clear referral and accountability systems in place
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood, and how children's experiences, can impact on their mental health, behaviour and education.
- If they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

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 have a pivotal role to play in multi-agency safeguarding arrangements and that we are part of the universal Early Help and Intervention services available to families. We 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 by working in line with statutory guidance Working Together to Safeguarding Children.

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.

As there are clear powers that enable us to share information with our partners, our DSL will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

We recognise that children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where children have a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

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.

The Keeping Bristol Safe Partnership and child death review partner arrangements are now in place. Locally, they will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs and we will engage with this process however we can.

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).

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 whistle-blowing 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)⁶. 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.

SAFEGUARDING DURING COVID 19

Keeping Children Safe in Education (KCSiE) remains in force throughout the response to coronavirus (COVID-19). Barton Hill Academy has paid due regard to the non-statutory interim guidance produced by the DfE – Safeguarding in school, colleges and other providers – during the coronavirus outbreak and has published document Addendum 1A to their Safeguarding and Child Protection Policy which describes how the academy is safeguarding during the pandemic when compared to business as usual.

Part of this has been an increase in Health and Hygiene Practice across the academy as detailed in the DfE guidance for full opening schools. See Appendix R

INSPECTION

Since September 2019, Ofsted's inspections of early years, schools and post-16 provision are carried out under Ofsted's Education Inspection Framework. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: Inspecting safeguarding in early years, education and skills settings.

We will work to meet all expectations for safeguarding for both frameworks where appropriate.

APPENDIX A RELATED POLICY, PROCEDURE AND GUIDANCE LIST

Academy Documents

- Academy Staff Handbook
- Anti-Bullying
- Positive Handling Policy
- Preventing Radicalisation and Extremism
- Mental Health and Wellbeing Policy
- Looked after Children
- Behaviour Policy
- Online Safety Policy
- 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
- Reference Policy
- Social Media Policy
- Allergy Policy
- Culture of Care and Inclusion Statement
- SCR Guidance
- SEND and Inclusion Policy
- Annual Declaration
- Attendance

External Organisations Documents

- [FGM Safeguarding Guidance \(Keeping Bristol Safe Partnership \(KBSP\)\)](#)
- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education \(2020\)](#)
- [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 \(KBSP\)](#)
- [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](#)
- [Disqualification under the childcare Act 2006 \(2018\)](#)
- [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 \(Home Office\)](#)
- [Guidance for Full Opening: Schools \(DfE\)](#)
- [When to call the police \(NCPD\)](#)
- [Data Protection: toolkit for schools \(DfE\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Mental Health and Behaviour in Schools \(DfE\)](#)
- [Inspecting safeguarding in early years, education and skills settings \(Ofsted\)](#)
- [Prevent Duty Guidance \(Home Office\)](#)

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 to:

- 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 (2020): 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
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Help to ensure that the school and their staff, know who children with welfare, safeguarding and child protection issues are (including those with a social worker), understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges

that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- 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
- Where appropriate, work with the Principal, Chair of Governors or CEO to 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 and First Response
- 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
- Liaise with the three Safeguarding Partners that make up the Keeping Bristol Safe Partnership and work with other agencies in line with Working Together to Safeguard Children.

This is not an exhaustive list, a more detailed description of the role of the DSL is explained in Keeping Children Safe in Education (2020) – 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;

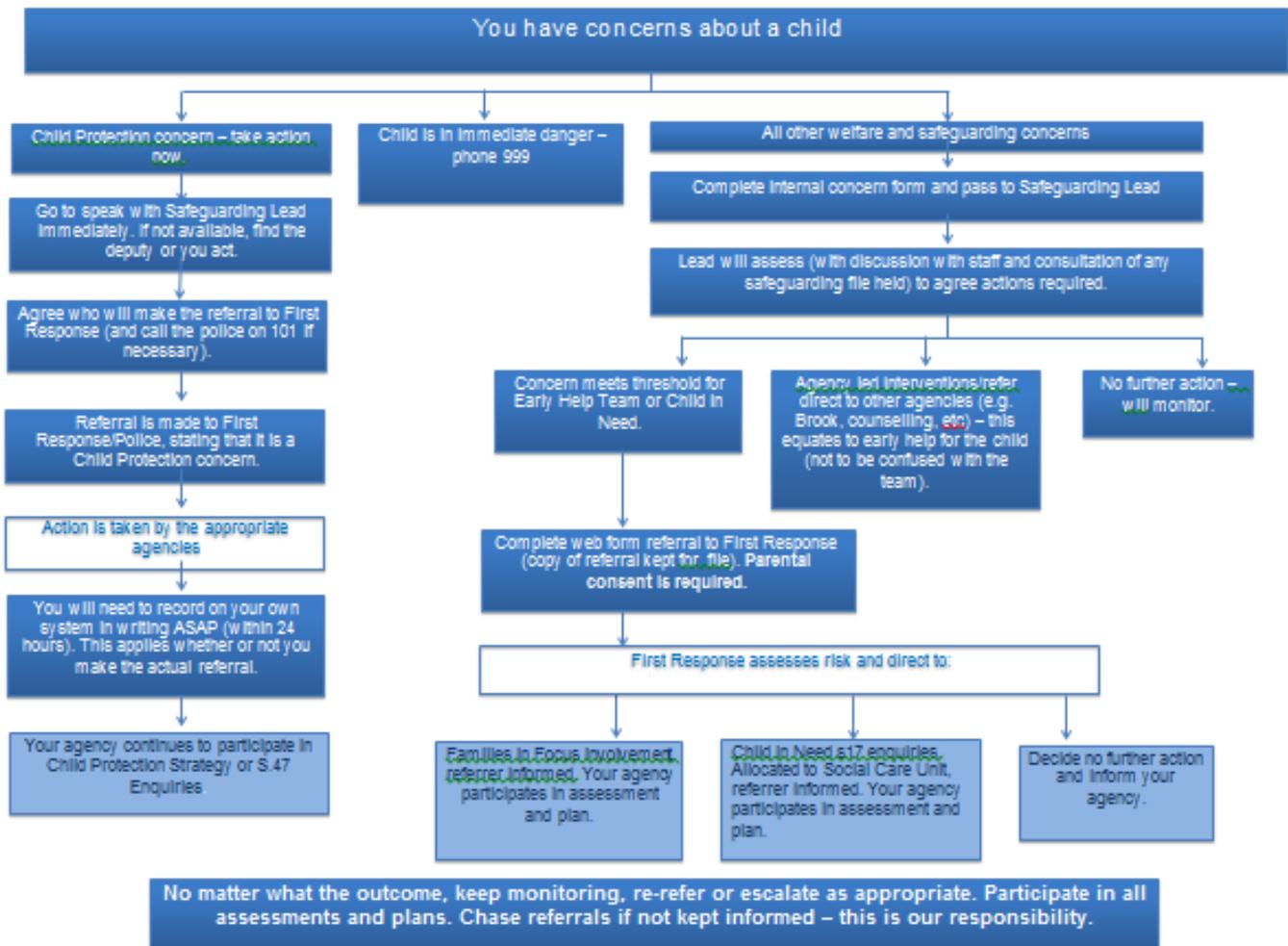
- Supporting students' development in ways that will foster security, confidence and resilience in every aspect of academy life
- Ensuring that staff are aware that there are identifiable vulnerable groups within the academy such as LAC and SEN-D students
- Providing an environment in which students 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 (2020) 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 be responsible for checking the Single Central Record alongside academy staff.
- 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.
- They are aware of the Local Safeguarding arrangements for Bristol and how the Keeping Bristol Safe Partnership works
- They have an understanding of the relevant data protection principles, which allow them to share (and withhold) personal information and are confident that all storage, sharing and processing conditions are met.
- Appropriate filters and appropriate monitoring systems are in place.

APPENDIX E REFERRAL PROCESSES FOR BRISTOL



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.

Using the 3 houses process with children can be a way to capture their voice and opinion in what they want to happen within their current situation. It is important to consider and include the voice of the child in any work we do with children, or referrals that are made.

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 \(word doc, 43k\) \(opens new window\)](#)

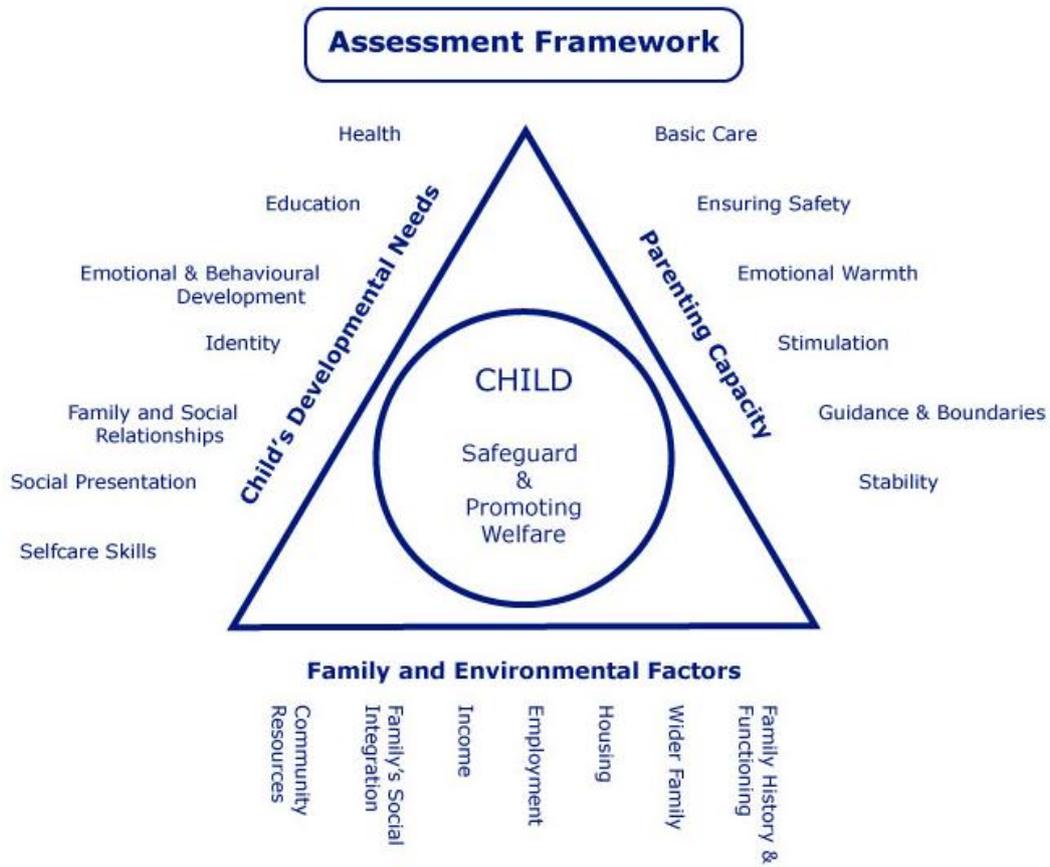
[Agencies' Report to Initial / Review Child Protection Conference \(word doc, 62k\) \(opens new window\)](#)

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 G ASSESSMENT FRAMEWORK FOR SAFEGUARDING



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 eg 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 normally be taken up prior to interview and previous employers may be approached to verify information
- 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 comprise 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 2020.

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.

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families - Extra-familial harms - including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Additional information regarding extra familial harm and contextual safeguarding is available here: Contextual Safeguarding.</p>	

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 extra familial harm and the response to this needs to be made with a contextual safeguarding approach, 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 extra familial harm and contextual safeguarding is available here: [Contextual Safeguarding](#).

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 L SAFEGUARDING INFORMATION FOR PUPILS

This leaflet for children and parents can be download from the Academy's Website [here](#)

HOW WE KEEP YOU SAFE AT BARTON HILL ACADEMY

All the adults in your school are here to keep you safe.



We are here to listen if you feel sad, worried,



You can talk to any member of staff in the school.



We promise to:

- Listen to you
- Get you help from other adults when you need it
- Try and help you feel happy and safe again
- Treat you with respect

You can also talk to;

AN ADULT YOU CAN TRUST
A FAMILY MEMBER
THE POLICE
YOUR FRIENDS
CHILDLINE



You can help to keep yourself safe by:

- Helping to keep the school tidy
- Tell an adult if something seems unsafe
- Talk to an adult if something online scares or upsets you
- Talk to someone if you feel sad, scared or upset



WHO HELPS KEEP YOU SAFE AT BARTON HILL ACADEMY?



Mrs Kent



Mrs Tovey



Miss Palmizi



Mrs Myring



Mr Ford

Our Safeguarding Team are ALWAYS here to help in whatever way they can.

APPENDIX M SAFEGUARDING OVERVIEW FOR PARENTS

This leaflet can be downloaded from the Academy's Website [here](#)

Where to go for more information

We have other policies that help us to keep your child safe. You can find these on our [website](#) or ask for a copy from the school office.

- Safeguarding and Child Protection
- [Behaviour](#)
- Staff code of conduct
- [Whistle-blowing](#)
- Anti-bullying
- Allegations against staff
- Attendance
- Child sexual exploitation
- [Radicalisation](#) and extremism
- Children missing from education
- Recruitment and selection
- Internet safety

www.bartonhillbristol.org

External sources

Keeping children safe in education: statutory guidance for schools and colleges, Department for Education (Adobe pdf file)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Safeguarding children: what organisations need to do to protect children from harm, NSPCC
<https://www.nspcc.org.uk/preventing-abuse/safeguarding/>

For more information about Bristol's approach to safeguarding as a city go to; www.bristolsafeguarding.org



Barton Hill Academy

Responsibility

Excellence

Success

Pride

Equality

Compassion

Tenacity

INFORMATION ON HOW WE KEEP YOUR CHILDREN SAFE

What is safeguarding?

Schools have a statutory responsibility to keep children safe from harm. We safeguard children by:

- Protecting children from abuse and maltreatment
- Preventing harm to children's health or development
- Ensuring children grow up with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes

What are schools expected to do?

Schools must comply with the current safeguarding guidance from the Department for Education, called Keeping Children Safe in Education. This means, for example:

- Having a designated safeguarding lead (DSL), who is trained to support staff, contribute to assessing children and talk with other agencies that might need to be involved with your family or child.

- Having a child protection policy and procedures covering specific safeguarding issues

- Ensuring that adults working in the school are safe to work with children, by carrying out background checks (through the Disclosure and Barring Service) and having someone on interview panels who is trained in 'safer recruitment'

- Ensuring that all staff receive safeguarding and child protection training, and that this is regularly updated

What does [safeguarding](#) look like in our school?

- We protect information about your child and only share it appropriately
- We respond appropriately to an unplanned absence, or to a pattern of poor attendance
- We have an open and honest relationship with parents/carers and will discuss worries or concerns with you about your child/ren.

- We track concerns about children confidentially
- We teach pupils about safeguarding issues, including how to respond to concerns and how to keep themselves safe, in lessons on personal, social, health and economic (PSHE) education
- We supervise pupils as they enter and leave the school building at the start and end of the day
- We make sure children know who to talk to if they are worried about anything.

FAQs

Who should I speak to for more information, or if I have a safeguarding concern?

You can speak to any member of staff, but we recommend that your first point of contact is your child's teacher, DSL, Emma ~~Tovey~~ or Safeguarding Manager and deputy [DSL Mrs Gayle Myring](#).

Who should my child speak to if he/she has a concern?

Your child can speak to any trusted adult in school. The adult will refer to the DSL if there is a concern about the safety of the child.

How can I access more relevant information or policies?

More information about safeguarding and other related policy and procedure can be found on the school's website www.bartonhillbristol.org

From here you can also download the full Safeguarding and Child Protection Policy.

Key terms

Abuse – abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm

Disclosure and Barring Service (DBS) check – a certificate of checks carried out on those working with children and vulnerable people. Those who work regularly with children require a more in-depth DBS check

Safer recruitment – recruiting staff using thorough checks on their suitability to work with children, including the right to work in the UK, and mental and physical fitness to carry out their responsibilities

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.

Child Criminal Exploitation (CCE) - CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 of KCSiE 2020 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can be:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

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. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact - it can take place through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year old who can legally consent to have sex.

CSE also needs to be considered in terms of children who have been recruited or transported for the purposes of exploitation.

The above CCE indicators can also be indicators of CSE as can;

- Children who have older boyfriends or girlfriends; and
- Children who suffer from sexually transmitted infections or become pregnant.

Children and the Court System – Children are sometimes required to give evidence in criminal courts either for crimes committed against them or for crimes they have witnessed. Support needs to be given to these children ensuring that any special measures needed are implemented. Going through family separation can also be stressful for children, the Ministry of Justice has launched an online child arrangements information tool which might be useful to parents and carers.

Children Missing From Education – Helping to identify children who are missing education, particularly repeatedly and recognising this can be a vital warning sign of a range of safeguarding possibilities. Ensuring early intervention to identify any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

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

Children with Family Members in Prison – recognising that children with family members in prison are at higher risk of poor outcomes including poverty, stigma, isolation and poor mental health.

County Lines – County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs.

Domestic violence and abuse, 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.

The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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.

Education at Home – Where children are being asked to learn online at home, education providers have followed the advice supporting schools to do this safely.

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.

Homelessness - Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. It should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

So called 'honour-based' abuse – encompasses incidents or crimes, which have been committed to protect or defend the honour of the family or the community, and includes 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 an **action plan** 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 individuals who may be drawn into terrorism, violent or non-violent extremism. **This is known as the Prevent Duty**

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

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

Channel – Is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Sexual Violence and Sexual Harassment between children – Guidance regarding prevention of, and response to, pupil peer to peer allegation or abuse, including 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.

Upskirting - The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a ‘persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

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 (2020).

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 for **Bristol for both children's and adult services**.

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.

Priority	Lead Staff Member	Deputy - use this column if appropriate and needed
Female Genital Mutilation	Louisa Ali	
Domestic Abuse, Honour based violence, Forced Marriage	Gayle Myring	
Child Sexual Exploitation (CSE)	Rachel Hubbarde	
Pupils Missing out on Education (PME)	Gayle Myring	
Children Missing Education (CME)	Gayle Myring	
Prevent Duty	Richard Quick	
Bullying	Shelley Kent	
Online Safety/Home Learning	Lawrence Kupai	
CCE	Gayle Myring	
County Lines	Gayle Myring	
Young Carers	Gayle Myring	

APPENDIX P GENERAL PRINCIPLES AND PROCEDURES

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

APPENDIX R PUBLIC HEALTH ADVICE TO MINIMISE CORONAVIRUS (COVID -19) RISKS

Schools are being asked to prepare for all pupils to return full-time for the academic year 20/21, including those in school-based nurseries.

As an academy we must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. We have thoroughly review our health and safety risk assessments and drawn up plans for the autumn term that address the risks identified using the system of controls set out below.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on our academy's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

System of controls

This is the set of actions we as an academy must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 will be in place all the time.

Number 5 will be properly considered and we will put in place measures that suit our particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 will be followed in every case where they are relevant.