

**St Bonaventure's Catholic Primary School
Egerton Road,
Bishopston
Bristol,
BS7 8HP**

SAFEGUARDING POLICY

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PART 1: Policy

1. Definitions

- **Safeguarding** is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes;
- **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. Keeping Children Safe in Education (KCSIE) 2018).

2. Introduction

At St Bonaventure's safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. 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. **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action (KCSIE, 2018).

St Bonaventure's is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn;
- Fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All action taken by St Bonaventure's will be in accordance with:

- **Current legislation:**¹
- **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 (2018)** 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.

Key documentation, procedures and guidelines are detailed in Appendix A.

All staff at St Bonaventure's has a duty and responsibility to safeguard children and young people attending our school, irrespective of their role:

¹ Including: Children Act 1989 and 2004; Education Act 2002 and 2011; Education Inspection Act 2006; Children and Social Care Act 2017; Safeguarding Vulnerable Groups Act 2006; Protection of Freedoms Act 2012; Children and Families Act 2014; Female Genital Mutilation Act 2003. Also see: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722307/Working_Together_to_Safeguard_Children_Statutory_framework.pdf

- 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; i.e. Section 17 (Children in Need) and Section 47 (a child suffering harm, or likely to suffer significant harm). These concerns should be discussed with the school's Designated Safeguarding Lead (DSL).
- All staff should be aware of the process and principles for sharing information within the school which supports safeguarding.
- All staff should be aware of their local early help process and understand their role within it.
- The most important consideration is whether sharing information is likely to safeguard and protect a child. Any staff member who has a concern about a child's welfare should follow the referral processes set out in Appendix B.

This policy should be read in conjunction with the following policies:

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff/ Staff Behaviour Policy
- Anti-Bullying /Peer on Peer Abuse
- Behaviour
- E-Safety
- Self-Harm
- Policy on Supporting Children in Care
- Attendance including the safeguarding response to children who go missing

3. Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

4. Overall Aims

This policy will contribute to the safeguarding of pupils/students at St Bonaventure's by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the school, built on mutual respect, and shared values;
- Teaching children about safeguarding, including online safety, through teaching and learning opportunities, as part of broad and balance curriculum;
- Alerting staff to the signs and indicators of safeguarding issues including abuse and neglect;
- Developing staff awareness of the causes and consequences of abuse and neglect;
- Developing staff awareness of the risks and vulnerabilities their pupils/students face by addressing concerns at the earliest possible stage;
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation;
- Working in partnership with pupils/students, parents and agencies.

This policy will contribute to supporting the pupils/students at St Bonaventure's by:

- Identifying and protecting the most vulnerable;

- Assessing individual needs where possible; and
- Designing plans to meet those needs.

5. Expectations

All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse and neglect;
- Record concerns and give the record to the DSL.
- **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.** Anyone can make a referral. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

6. Training

- In addition to this policy, **all** staff should read and understand Part One and Annex A of **Keeping Children Safe in Education (KCSIE) 2018**.
- **All** staff members will receive appropriate safeguarding and child protection training, which is regularly updated. In addition, **all** staff should 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 (KCSIE, 2018).
- Whistle blowing procedures will be covered in whole school training so that staff know what to do if they have concerns relating to safeguarding practice within the school.
- All training will be effective and comply with the law at all times.
- The DSL 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.
- Governing bodies and proprietors 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 Bristol Safeguarding Children Board (BSCB).
- St Bonaventure's will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- The Designated Teacher appointed to promote the educational achievement of children in care will undergo appropriate training.
- The DSL will undertake **relevant** 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.

7. Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection within the school. Details of our

DSL and Deputy DSL are available on the St Bonaventure's **website, our newsletters or the notice board in Reception.**

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

The broad areas of responsibility for the DSL are:

- **Liaise** with the local authority and other agencies;
- **Managing referrals** to other agencies including: the local authority children's social care in cases of suspected abuse; Police South West Counter Terrorism Unit 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. DSLs should also liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- **Undertake Training** to ensure the DSL (and any deputies) has the knowledge and skills required to carry out the role (updated every 2 years). Further knowledge and skills should be updated at regular intervals and shared with relevant parties as appropriate;
- **Raise Awareness** to ensure St Bonaventure's 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 school;
- **Manage safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with Bristol Safeguarding Children's Board guidance;
- **Availability** of the DSL (or any deputies) during term time and school hours needs to be ensured for staff in the school or college to discuss any safeguarding concerns.

A more detailed description of the role of the DSL is explained in more detail in Keeping Children Safe in Education (2018) – Annex B.

8. Governing Body/Chair of Trustees/Management Committee

The Governing Body/Chair of Trustees/Management Committee will ensure that:

- They comply with their duties under legislation;
- The school has a safeguarding policy in accordance with the procedures of Bristol Safeguarding Children Board;
- The school has key policies in place to cover:
 - Behaviour
 - Staff behaviour/Code of Conduct
 - Children Missing Education
- Where possible more than one emergency contact telephone number is recorded for each pupil;

- An appropriately trained Designated Teacher is appointed to promote the educational achievement for: looked after children; those children who have left care through adoption; special guardianships or child care orders; or were adopted from state care outside England and Wales; and to work with the Virtual School Head;
- The school operates “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- St Bonaventure’s School will maintain a Single Central Record of relevant pre-employment checks as per Regulations detailed in KCSIE 2018);
- A member of the school’s senior leadership team is appointed as the DSL;
- The Headteacher and all other staff who work with children undertake regular safeguarding training;
- Temporary staff and volunteers are made aware of the school’s arrangements for safeguarding and child protection and their responsibilities; and a proportionate risk based approach is used regarding the level of information provided to them.
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- The school has procedures for dealing with allegations of abuse against staff/volunteers;
- The governing body reviews its safeguarding policies/procedures annually or as required due to changes in statutory guidance;
- A nominated governor is appointed with a specific brief for safeguarding and child protection and will liaise with the Headteacher and DSL. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students;
- The Nominated Governor will liaise with the Headteacher and the DSL to produce an annual report for governors and complete the annual safeguarding audit for the local authority;
- The Chair of Governors, Chair of the Management Committee or proprietor of an independent school is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Headteacher;
- The school will contribute to multi-agency working in line with statutory guidance (see Working Together to Safeguard Children 2018);
- Appropriate filters and monitoring systems are in place to support work online, but these should not act as an unreasonable restriction.

9. Creating a Culture of Safeguarding

• **Safer Recruitment and Selection**

The school pays full regard to the safer recruitment practices detailed in ‘Keeping Children Safe in Education’ (2018) 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. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks, dependent on the role and duties performed, including regulated and non-regulated activity (see KCSIE 2018). All recruitment materials will include reference to St Bonaventure’s commitment to safeguarding and promoting the wellbeing of pupils.

• **Staff Support**

It is recognised the stressful and traumatic nature of safeguarding and child protection work. St Bonaventure’s will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate.

Further, the school will endeavour to create a robust safeguarding culture and environment, so that staff feel comfortable to discuss matters outside the workplace, which may have implications on their practice to safeguarding of children in the school.

- **Pupil Support**

Opportunities will be provided for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing. Relevant issues will be supported through the curriculum including: relationship education (in primary) and through Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.

- **Whole School Approach**

All policies which address issues of power and potential harm, for example anti-bullying, equalities, use of reasonable force, positive behaviour, will be linked to ensure a whole school approach.

The safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

- **Identification of those at Increased Risk, or have Additional Safeguarding Needs**

Certain groups of pupils within school are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include: children in care, young carers, those living in households where there is domestic abuse, and/or substance misuse, etc. It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs.

- **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school. All staff should be considering the context within which incidents and or behaviours occur, this is known as **Contextual Safeguarding**.

10. What Staff Need to Know

All staff need to be aware of the systems within St Bonaventure's which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated. All staff should:

- Know the DSL and any deputies and how to contact them;
- Know the Chair of Governors, Vice Chair of Governors and the Governor responsible for safeguarding;
- Read and understand this policy and revisit it annually or when significantly amended;
- Read and understand Part 1 and Annex A of Keeping Children Safe in Education 2018 (or latest version) annually;
- Attend safeguarding training;

- Be aware of the school's procedures in order to identify those pupils in need of early intervention/help and take appropriate and timely action where there are concerns for the welfare and protection of children and young people, particularly concerning referrals of cases of suspected abuse and neglect.; Adhere to the school's Code of Conduct and behaviour management policies;
- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child (see Appendix C);
- Be clear as to the school's policy and procedures with regard to peer on peer abuse and children missing education;
- Report concerns about a child/young person immediately or as soon as it is practicable to the DSL. If the DSL, deputy DSL or member of SLT is not available and a child is in immediate danger or is at risk of harm a referral should be made to children's social care or the police immediately. The DSL should be informed as soon as possible after the incident is reported;
- Be aware of signs of abuse or neglect and the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND) (see Appendix D);
- Have the skills, knowledge and understanding to keep looked after children and previously looked after children safe;
- Be aware of whistleblowing procedures to the senior leadership team if they have concerns about safeguarding practices within the school. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing> The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police (KCSIE2018).
- Regulated professionals have a [mandatory reporting duty](#) to report cases of known FGM. Teachers are considered regulated professionals. The duty requires that they themselves report known incidents to the police via 101. This cannot be delegated to the Designated Safeguarding Lead. For further information about preventing and responding to incidents of FGM, the BSCB have issued [FGM Safeguarding Guidance 2017-2020](#) .
- Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism;
- Report any potential safeguarding concerns about an individual's behaviour and actions towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher. If the concern relates to Headteacher it should be reported to the Chair of Governors, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required, following guidance in **KCSIE 2018**.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on

the day. The school should not undertake any investigation unless the LADO advises this.

- 'Reasonable Force' refers to the physical contact to restrain and control children,' using no more force than is needed'. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be taken into account. The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013).

11. Key Safeguarding Areas

In addition to the above there are other areas of safeguarding that the school has a responsibility to address and these include (please see KCSIE 2018 for details):

<p>Child Sexual Exploitation (CSE) and Trafficking <i>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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</i> Sexual exploitation can take many forms, ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.</p>	<p>Female Genital Mutilation (FGM) FGM comprises all procedures involving partial or total removal of the external female genitalia 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.</p> <p>Professionals in all agencies, individuals and groups from the wider communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential risk indicators which may indicate that a girl maybe likely to b may be subjected to FGM or that she may have suffered FGM. These are detailed in the Multi-agency statutory guidance on female genital mutilation issued by the home office.</p> <p>It is important to recognise that FGM is a form of child abuse and is significantly harmful. The school needs to follow the Local Safeguarding Children Board's policies and practices as assessing potential cases will require a robust multi-agency approach. Details of this can be found on the BSCB FGM Safeguarding Guidance2017-2020.</p>
<p>All types of Peer on Peer Abuse including: Bullying, Cyber Bullying, Physical Abuse, Sexual Violence, Sexual Harassment, Sexting, Initiation and Hazing type violence St Bonaventure's has a separate Anti Bullying/Peer on Peer Abuse Policy which is accessible [insert</p>	<p>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.</p>

<p>details] All schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited under the Equality Act 2010. Schools should tackle prejudice and promote understanding between those who share a protected characteristic and those who do not, as set out in the Equality Act 2010. The definition that has been adopted by the government and should be used when considering prejudice related incidents 'A prejudice related incident is any incident which is perceived to be prejudice by the victim or any other person'</p>	
<p>Domestic violence and abuse, Gender-based violence 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 family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships. So-Called Honour-based Violence So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.</p>	<p>Gangs and youth violence. Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items. Child Criminal Exploitation Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Consideration should be given to the trafficking element of this area of safeguarding and if appropriate a referral is made to the National Referral Mechanism.</p>
<p>Drugs. As part of school'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</p>	<p>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.</p>
<p>Child and Adolescent Mental Health. Good mental health and resilience are fundamental to our children's physical health, relationships, education and to achieving their potential.</p>	<p>Faith 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.</p>
<p>Radicalisation: The school is aware of its responsibilities under the Prevent Statutory Duty through the Counter Terrorism and Security Act 2015. The duty requires schools</p>	<p>Private Fostering is essentially arrangements made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or</p>

<p>to consider the need to safeguard children from being drawn into terrorism. The duty is designed to help ensure that vulnerable individuals who are at risk of radicalisation are supported as they would be under other safeguarding. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas and build their resilience to radicalisation. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into supporting terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed and monitored in order to prevent and identify access to terrorist and extremist materials on line at the school.</p>	<p>close relative with the intention that it should last for 28 days or more. A relative, under the Children Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.</p> <p>St Bonaventure's 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. Consideration should be given to arrangements for 'staying with host families' if they would constitute private fostering arrangement.</p>
<p>Online Sexual Abuse The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.</p>	<p>Attendance Schools, including academies and free schools, must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals in which they will inform local authorities of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission. Schools must also notify the local authority if a pupil is to be deleted from or added to the school roll at non-standard transition times (see CME guidance detailed in Section 11 of procedures in this document). Schools should monitor attendance and address it when it is poor. Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils.</p> <p>When a child is on a part-time timetable this will be reviewed on a regular basis (at least monthly).</p>
<p>Sexual Violence and Sexual Harassment between children in schools and colleges Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children</p>	<p>Children and the Court System A child may at some point experience the court system for a number of different reasons this may include being a witness to a crime or it could be as a result of child</p>

<p>sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all children involved are taken seriously and offered appropriate support.</p>	<p>care arrangement being made in the Family Court. Whatever the reasons it is important the child is supported through this process</p>
<p>Children with a Family Member in Prison These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders NICCO (see KCSIE 2018) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.</p>	<p>Homelessness Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.</p>
<p>Alternative Provision Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.</p>	<p>Online Safety The breadth of issues classified within online safety is considerable and can be linked to issues such as child sexual exploitation and radicalisation. Issues can be categorised into three areas of risk:</p> <ul style="list-style-type: none"> • content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views; • contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and • conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying. (KCSIE 2018). <p>The school will ensure it is proactive in addressing online safety through:</p> <ul style="list-style-type: none"> • Education of pupils through the curriculum; • Keeping parents up to date on how to support keeping their children safe online; • Reviewing online safety practices as part of a whole school approach to online safety; • Filtering and monitoring to protect users but not leading to unreasonable restrictions; • Staff training which is integrated, aligned and considered as part of the overarching safeguarding approach; • Information sharing to enable the

	school community to be kept up to date.
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Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education - Annex A (2018).

Part 2: Procedures

1. Reporting Concerns

The procedure to respond to a concern about a child is detailed in Appendix B.

2. Involving Parents and Carers

In general, the DSL will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

3. Multi Agency Working

Staff work in partnership with other agencies in the best interests of the children. If there are child protection concerns, referrals should be made by the DSL (or Deputy DSL) to First Response by phone (0117 9036444); in less urgent cases, the DSL should use the web form to contact First Response. Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

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

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

In situations where a child in care may be put on to part time timetable, the school will consult with the Hope Virtual School and complete the pro-forma found at <https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/attendance-and-exclusions>

4. Exclusions

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

5. Private Fostering Arrangements

Where schools and colleges become aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone who is not a close relative, for longer than 28 consecutive days in that person's home, they should raise this, in the first instance, with the DSL. The school or college should notify the local authority of the circumstances, via First Response. Once notified, the local authority will check that the arrangement is suitable and safe for the child and assess the child's circumstances .

6. FGM Reporting Guidance

- **Mandatory reporting duty (regulated staff only e.g. teachers):**

Phone 101 if a known case (999 if the child is in immediate risk of harm). It is also good practice to phone First Response to notify of this.

For suspected cases, there are risk indicators that staff need to be made aware and these can be found in the [BSCB FGM Safeguarding Guidance 2017-2020](#).

- St Bonaventure's has decided to take proactive action to protect and prevent our girls being forced to undertake FGM in line with guidance from the BSCB.

- **Attendance/Extended holiday requests:**

Requests for holidays during term time are ordinarily refused and are only granted in exceptional circumstances, following receipt of a written request by parent/carers in good time.

If there is a suspicion that a girl may be travelling for the purposes of FGM, or that they have had a spell of sickness and absence where there are signs that the girl has been subjected to the practice, the school will follow its safeguarding processes.

Prior to referring to First Response, The Designated Safeguarding Lead will conduct a FGM Referral Risk assessment to ensure a proportionate response. As part of this they may invite parents to discuss travel arrangements and their attitudes towards the practice. An explicit conversation with the parent will need to take place about FGM, highlighting that the practice is illegal in this country and is classified as child abuse. It should be made clear that the law in this country protects girls who are habitually resident abroad so that it is also illegal to take the girl overseas to perform FGM. As part of the FGM referral risk assessment the parent's response and reactions to this will be noted. Consent should be sought to seek or share information to support an effective assessment of risk. The Designated Safeguarding Lead will use the FGM risk assessment to determine whether any further action should be taken. Proportionate action will be taken in response to any identified risks. If a girl is identified to be at high risk of FGM, then a referral to First Response should be made.

- **What happens next?**

First Response will make a risk assessment based on the information provided, and the information they may already hold on the family. The likely outcome is that a joint visit with the police and social care will be made where a written agreement will be signed. They may also take further action if further assessment is needed. If the outcome of the FGM referral risk assessment is low, then the school will provide the family with literature containing advice and guidance. The school will continue to monitor and support the needs of the girl as part of their universal offer.

If the outcome of assessment is medium or high, referral to First Response will need to be considered where a safeguarding assessment will be undertaken by a social worker. Further action may be taken to reduce the risk of FGM being practiced using a Signs of Safety approach.

7. Children Missing from Education (To be read in conjunction with the Attendance Policy)

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. The school should follow the guidance detailed in Children Missing Education (2016) and Bristol City Council Education Welfare Service – Children Missing Education available at:

8. Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence;
- Could put pupils in the school at risk;
- Is violent;
- Involves pupils being forced to use drugs or alcohol;
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it;
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The DSL will put a risk assessment and support plan into place for all children involved – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed;
- The DSL will contact the children and adolescent mental health services (CAMHS), and other agencies if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour;
- Being vigilant to issues that particularly affect different vulnerable groups—Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff confidentially by giving regular reminders of named individuals for key stage 1 and 2 and posters in classroom and around the school with named individuals to ensure their wishes are understood;
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

9. Sexual Violence and Sexual Harassment

This is a particular form of peer on peer abuse. Dealing with such cases are complex and the DSL will take a lead role in managing the situation on a case by case basis.

However, all staff should ensure that

- **all** who experience abuse are reassured that they are being taken seriously and that they will be supported and kept safe;
- Those who experience abuse should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment;
- Nor should those who experience abuse ever be made to feel ashamed for making a report.

In addition to existing advice about managing a disclosure contained in this policy, staff will follow Searching, Screening and Confiscation Advice 2018.

The DSL will manage any incidents in line with the guidance contained in Part 5 KCSIE 2018 and Sexual violence and sexual harassment between children in schools and colleges 2018.

10. The Prevent Duty

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Police South West Counter Terrorism Unit.

All referrals are received by the Police to consider and screen and the vulnerability is assessed, this may involve a multi-agency Channel panel to gather information from partners and meet to consider the referral, agree level of vulnerability and what kind of support may be needed. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. An individual's engagement with the programme is entirely voluntary at all stages. To make a referral, complete the referral form (available via the BSCB website and Trading with Schools) and send it to the Police Prevent Team at:

ChannelSW@avonandsomerset.pnn.police.uk

For advice and guidance in making a referral or about a student causing concern: Tel. 01278 647466.

12. Sharing of Information

Whilst the General Data Protection Regulation (GDPR) 2016 and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, 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 school will use the government's guidance 'Information Sharing: Advice for practitioners providing services to children, young people, parents and carers' (2018) to help manage information sharing in school.

Appendix A

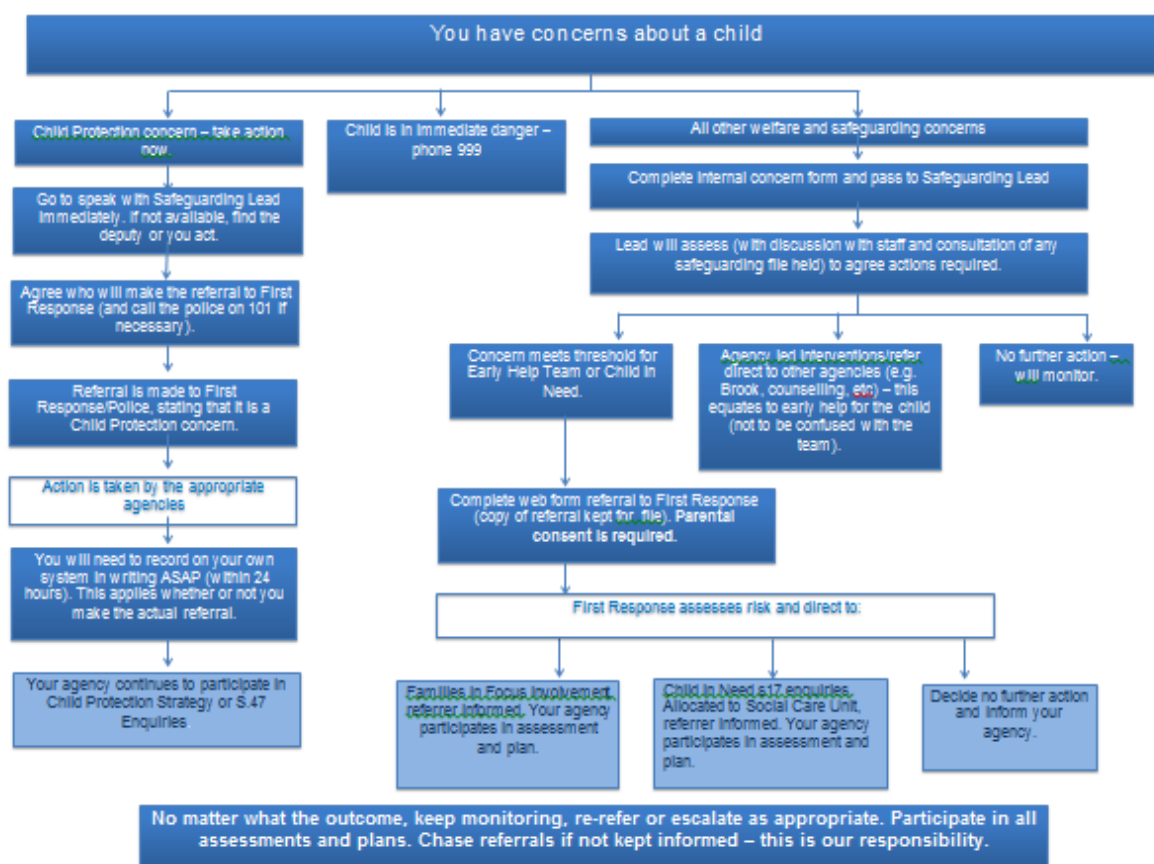
Key Documentation, procedures and guidance

- Keeping Children Safe in Education (2018)
- What to do if you're worried a child is being abused: advice for practitioners (2015)
- Working Together to Safeguard Children (2018)
- Designated teacher for looked after children (2018)
- Prevent Duty Guidance for England and Wales (2015).
- CONTEST strategy 2018
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018).
- The Teachers' Standards (2012)
- Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
- Listening to and involving children and young people (2014)
- Alternative provision (2016)
- Behaviour and discipline in schools (2016)
- Children Missing Education (2016)
- School behaviour and attendance: parental responsibility measures (2013)

- Multi-Agency statutory guidance on female genital mutilation (2016)
- Promoting the education of looked-after children (2018)
- Supervision of activity with children (2012)
- Disqualification under the Childcare Act 2006 (2018)
- Education for children with health needs who cannot attend school (2013)
- SEND code of practice: 0 to 25 years (2015)
- Supporting pupils at school with medical conditions (2015)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- Use of Reasonable Force in Schools (2013)
- Searching, Screening and Confiscation Advice 2018
- Preventing and tackling bullying 2017
- The Equality Act 2010 and schools
- Exclusion from maintained schools, academies and pupil referral units in England 2017

Appendix B

Reporting Concerns Flow Chart - (Children living in Bristol)



For further information about referring concerns please visit the BSCB Website
Guidance on Making a Referral to First Response:
<https://bristolsafeguarding.org/children-home/training/#FRGuidance>

Appendix B



BRISTOL
LEARNING CITY

If you have concerns about a child...

If a child is at immediate risk call the POLICE

POLICE 999

To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response

FIRST RESPONSE
0117 9036444

(Out of Hours Emergency Duty Team 01454 815 185)

To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/owner consent).

FIRST RESPONSE

<https://www2.bristol.gov.uk/form/child-or-young-person-request-support-or-report-concern>

To raise concerns and ask for advice about extremism (also contact First Response).

PREVENT DUTY

01278 647486

channelaw@avonandsomerset.pnn.police.uk

For advice and guidance about whether to make a referral.

Families in Focus (N) 0117 3521499
Families in Focus (E/C) 0117 3576460
Families in Focus (S) 0117 9037770

For information, advice and guidance in relation to safeguarding policy and procedures.

Schools Safeguarding Advisors

North

Lesley O'Hagan
0117 9223788
07901102652

East/Central

Henry Chan
0117 9224282
07464969157

South

Helen Macdonald
0117 9222710
07464 969 155

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

To raise concerns and ask for guidance in relation to the conduct of someone who works with children

Local Authority Designated Officer
(LADO) Nicola Laird 0117 9037795

Appendix B

Other Local Authority Contacts

If you have concerns about a child who lives in **South Gloucestershire** contact:

- **01454 866000 - First Point** Monday to Friday 9-5pm
- **01454 615165** - Out of hours/Weekends

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

If you have concerns about a child who lives in **North Somerset** contact:

- **01275 888 808 – Single Point of Access (SPA)** Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm
- **01454 615165** Out of hours/Weekends

<http://www.northsomersetlscb.org.uk/>

If you have concerns about a child who lives in **Bath and North East Somerset (BANES)** contact:

- **01225 396312 or 01225 396313 Children and Families Duty and Assessment Team** Monday-Friday 9am-5pm
- **01454 615165** Out of hours/Weekends

<http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection>

Remember in an emergency please ring **999**

Appendix C

Dealing with 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

Appendix D

Types of abuse and neglect

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

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

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE 2018).

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

<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>

COVID- 19 – Interim Safeguarding Guidance

Addendum to the Safeguarding/Child Protection Policy

This document has been developed to reflect changes in practice as a result of the COVID -19 (Coronavirus) outbreak on a local level. Elements of the document have been amended to reflect local arrangements at St Bonaventure’s Catholic Primary School (**St Bon’s**).

It is important that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

Setting Name: St Bonaventure’s Catholic Primary School

Policy owner: Headteacher

Date: 9 April 2020

Date shared with staff: 9 April 2020

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Background

This guidance has been developed to consider and reflect changes in line with government guidance and local arrangements as a result of the COVID-19 pandemic.

This guidance is relevant to all schools including: maintained, non-maintained, independent, academies, academy trusts, free schools, alternative provision academies, maintained nursery schools and pupil referral units.

Where the guidance refers to 'colleges' this includes all of the following: further education colleges, sixth-form colleges, institutions designated as being in the further education sector, other further education providers, funded by the Education and Skills Funding Agency, such as 16 to 19 academies and independent learning providers, including special post-16 institutions.

Practice should reflect statutory guidance Keeping Children Safe in Education (KCSIE) 2019 and settings should continue to have regard to their legislative duty.

The government is preparing legislation to suspend or modify some requirements of schools to enable them to focus on the new arrangements. Schools should focus on safeguarding duties as a priority. Where schools and trusts have concerns about the impact of staff absence – such as their Designated Safeguarding Lead (DSL) or first aiders – they should discuss immediately with the local authority (see further details below) or trust ([Coronavirus \(COVID-19\): school closures](#)).

A full list of up to date government guidance around education settings can be found here - [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#).

What staff and volunteers should do if they have any concerns about a learner

The way this setting is currently operating in response to concerns about the welfare of a learner, during the COVID – 19 outbreak, is fundamentally the same:

- With regard to safeguarding, the best interests of learners must always continue to come first.
- If anyone in a school or college has a safeguarding concern about any learner they should continue to act immediately.
- A DSL or deputy DSL should be available.
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to learners.
- Learners should continue to be protected when they are online.

It would be advantageous that staff and volunteers to remind themselves of what they need to look out for by reading [Part 1 of KCSIE 2019](#).

Raising a concern:

All staff and volunteers should read the next section regarding the Designated Safeguarding Lead (and deputies) to know who to speak to if you have identified a concern. You should follow the usual reporting mechanisms if you continue to work in St Bon's.

As a mechanism to support safeguarding processes, temporary 'cause for concern' sheets are available for any new or temporary staff/volunteers who have been redeployed (or if you are supporting a learner who does not ordinarily attend your setting). A template is available from [Record Keeping Guidance for Pupil Safeguarding/ Child Protection Files \(KBSP\)](#)

The 'cause for concern' sheets will be scanned on to the learner's Safeguarding/Child Protection File by the DSL/Deputy DSL or sent to the DSL at the learner's original setting if they have been offered a temporary placement.

All staff and volunteers should act immediately to respond to a safeguarding concern. If a DSL or Deputy DSL is not available for advice, all staff should be aware of the role of the following teams in emergency situations:

If a child is at immediate risk call the POLICE	The POLICE 999
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response	FIRST RESPONSE 0117 9036444 (Out of Hours Emergency Duty Team 01454 615 165)
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carer consent).	FIRST RESPONSE Online form https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response
To raise concerns and ask for advice about radicalisation (also contact First Response).	PREVENT DUTY 01278 647466 PreventSW@avonandsomerset.police.uk
For advice and guidance about whether to make a referral.	Families in Focus (N) 0117 3521499 Families in Focus (E/C) 0117 3576460 Families in Focus (S) 0117 9037770

Make sure there is a record of your actions, who you spoke to and what the agreed plan of action was. Notify the setting's DSL/Deputy DSL as soon as possible.

Designated Safeguarding Lead (DSL) (and Deputy) arrangements

All staff and volunteers need to know who the Designated Safeguarding Lead (DSL) and Deputy DSLs are in the setting.

- It is optimum practice to have a DSL/Deputy DSL on site at all times.

- If the DSL/ Deputy DSL is working from home they will be contactable by phone. These contact details have been made accessible to all at the setting.
- It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period COVID-19 measures are in place, a DSL (or Deputy DSL) who has been trained will continue to be classed as a trained DSL (or Deputy DSL) even if they miss their refresher training.
- The [Education Safeguarding Contacts Poster](#) has been made accessible by displaying it in spaces that are being used by staff and volunteers.

In the event that the DSL / Deputy DSL is not at work and uncontactable, St Bon's has a contingency plan. This plan involves working in partnership, as part of a cluster, with the following settings:

Partner/ cluster DSL/ Deputy DSL contacts during COVID 19 pandemic.		
Name	Title/ Name of setting	Contact details (Telephone, out of office telephone, email)
tbc	tbc	tbc

St Bon's will notify the safeguardingineducationteam@bristol.gov.uk if a change in DSL/Deputy has been made. This is to ensure the LA can support colleagues with the continuity around safeguarding learners.

Cluster working

Arrangements are likely to be fluid and require flexibility. This could include recruitment/ redeployment of teaching/ support staff or supporting students from a partner setting. There are some basic considerations that St Bon's will take to ensure compliance with statutory guidance:

When working in partnership with other settings we will consider the following principles:

Children moving schools and colleges:

- If the vulnerable learner is on roll at St Bon's, the DSL/ Deputy DSL/SENCO/ or appropriate staff will share relevant safeguarding information with relevant staff at the temporary setting to ensure that their welfare and safety is promoted.
- When a safeguarding concern is identified in either setting, there are clear processes in place to share this information and agreement about what actions are to be taken by which staff and where this is recorded. This sharing of information should be undertaken by the DSL/Deputy DSL – however if not, a member of the Senior Leadership Team (SLT) will take responsibility. St Bon's will also liaise with relevant lead professionals (social care/ the HOPE virtual school).

- If the vulnerable learner has temporarily moved setting, key professionals are informed.
- As a minimum the information shared will include the learner's risk assessment and any other key plans/ documents (where applicable) such as the; vulnerable child's EHC plan, child in need plan, child protection plan and contact details for the Social Worker or, for Children in Care, their personal education plan should be included. If transport is a barrier for learners with a Social Worker, travel arrangements will be considered in consultation with key professionals including the Social Worker (where applicable) and parents.
- Safeguarding Police notifications are retained at St Bon's, but knowledge of the notification and some content may be verbally shared, on a need to know basis, with any alternative settings to promote the student's safety and welfare. Information about who this information is shared with will be recorded on the child's safeguarding file as part of the notification action plan.

Movement of staff

- If a member of staff has been redeployed to St Bon's, the DSL will consider the need for safeguarding training. As a minimum they will have a copy of St Bon's child protection/safeguarding policy and confirmation of local processes, and DSL arrangements.
- St Bon's will ensure appropriate checks have been made against that member of staff.
- For those who already hold an Enhanced DBS check, there is no expectation that a new DBS check should be obtained if that member of the workforce temporarily moves to another school or college. St Bon's will seek assurance from the current employer rather than requiring new checks. This will be recorded on the Single Central Record.
- If the member of staff is filling in duties to support with First Aid or DSL cover, that member of staff will sign to say that they have read the setting's code of conduct to enable access to relevant recording platforms (First Aid book, CPOMS, other relevant files). This will be recorded on the Single Central Record.

Recruitment of new staff/volunteers

- Where new staff are recruited, or new volunteers enter St Bon's, they will be provided with a safeguarding induction. This will include reading the up to date Child Protection/Safeguarding Policy and [part 1 of KCSIE 2019](#).
- Where St Bon's is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in [s.167 to s.172 of KCSIE 2019](#).
- If the new member of staff or volunteer requires a new [DBS check – there has been new guidance issued](#), ID documents will be viewed over video link and scanned images will be used in advance of the DBS check being submitted.

Please seek further advice from the [Safeguarding in Education Team](#) if needed.

First Aid cover:

St Bon's has considered additional measures to cover first aid, these may include:

- Online training may be considered where face to face training is unavailable.
- Working within a cluster to ensure a trained First Aider will be onsite.

- All staff are reminded of the setting's procedures in responding, recording and reporting health and safety incidents. First Aid incidents will continue to be recorded and reported as per the setting's policy. In an emergency staff and volunteers are reminded that they can call '111' or '999' if they are worried or concerned. Parents/Carers will be notified at the earliest convenience if there is a medical/health incident.
- Where a learner requires the administration of medication an individual risk assessment has been undertaken and this is regularly reviewed.

Local updates

In line with our statutory duties we will offer support for families at a universal level wherever possible. This will be informed by updates from the [Local Authority Education and Skills Directorate](#) and the [Keeping Bristol Safe Partnership](#) and shared with staff as appropriate.

Supporting vulnerable learners (including in the event that the setting is closed)

St Bon's has a legal responsibility to promote the safety and wellbeing of the learners who are on our roll including those who are attending on a temporary basis through cluster or partnership arrangements.

Identifying vulnerable learners

- St Bon's has a vulnerable learner list which includes the following cohorts in line with latest government advice [Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#).
- Those who have a social worker (those on Child Protection Plans, Child in Need and Children in Care) and those with Education Health and Care Plans (EHCPs). There has been guidance published from the government: The setting has included those learners who have been referred to children's social care but not yet appointed a social worker, or those students who would benefit from early help support (This should reflect s.18 of [KCSIE 2019](#). P6 +7).
- Those learners who you have received police notifications about.
- Those learners who have [mental health](#) needs.
- Eligibility for free school meals should not, in or of itself, be a determining factor in assessing vulnerability.

St Bon's has assessed learners based on existing knowledge of vulnerability and current circumstances using a [Red/Amber/Green](#) (RAG) rating system to ensure we are able to prioritise our resources for the most in need. This will be reviewed on a regular basis.

Assessing, reviewing and taking action.

St Bon's will take proportionate action to support our learners and those who may attend on a temporary basis from other settings. There will be particular learners who are more vulnerable during the COVID-19 outbreak and it is important that they are identified and regularly reviewed.

Those with social workers/case coordinators

- For those who have social workers St Bon's will work in partnership with the social worker/case coordinator (with parents and carers). Where it is unclear who the allocated worker is, [Families in Focus](#) will be contacted.
- For Children in Care St Bon's will also liaise with the [Hope Virtual School](#)
- There is an expectation that vulnerable students who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at severe risk.
- In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and St Bon's will explore the reasons for this, directly with the parent/carer.
- Where parents/carers are concerned about the risk of the child contracting the virus, St Bon's or social worker will explore these anxieties with the parent/carer following the advice set out by Public Health England.
- Through a continuous review process and in conjunction with the Social Worker St Bon's will encourage learners to attend. Social workers will remain in contact with vulnerable learners and families, including remotely if needed.
- St Bon's and social workers will agree with families whether Children in Need should be attending.
- St Bon's will follow up on any learner that they were expecting to attend but does not, in line with our attendance procedures. (see [Attendance](#) for more information)
- To support the above, St Bon's will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.
- In all circumstances where a vulnerable learner does not take up their place at St Bon's, or the temporary place discontinues, St Bon's will notify their social worker.

Those with EHCPs or who have an EHCP request pending

Those with an EHC plan (or plan pending) will be risk-assessed by St Bon's in consultation with the local authority and parents, to decide whether they need to continue to be offered a place at St Bon's in order to meet their needs, or whether these can be safely met at home. Please click here for the [EHCP risk assessment](#) and send completed assessments to sen@bristolgov.uk

St Bon's will need to consider a number of different risks, reflected in the risk assessment for each individual (where applicable), including:

- The potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required.
- The risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- The ability of the individual's parents or home to ensure their health and care needs can be met safely
- The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.

It is expected most children and young people with EHC plans will fall into the following categories:

1. Children and young people who would be at significant risk if their education, health and care provision and placement did not continue, namely those who could not safely be supported at home. This may include those with profound and multiple learning difficulties, and those receiving significant levels of personal care support. Local authorities will need to work with the individual's educational setting – especially residential special schools and specialist colleges – as well as local health partners, to ensure they are able to remain open wherever possible. This may mean deploying staff from other education settings, to keep staffing ratios safe
2. Children and young people whose needs can be met at home, namely those who are not receiving personal care from their educational setting, or whose limited need for personal care can be met in their family home.

The Enable Trust has shared two spreadsheets that St Bon's will utilise to support decision making or reviewing its closure status:

- [A whole school overview of your EHCP Pandemic Pupil Risk Assessments,](#)
- [A Pandemic Staff risk assessment overview.](#)

Taking proportionate action:

If the setting is open for children of Key Workers, those who have EHCPS (or pending), those with social workers (including children in care) **we will take all measures not to exclude** those identified as vulnerable learners (eligible for early help under s.18 of KCSIE 2019. P6 +7).

St Bon's will be flexible around this cohort to be part of a reduced school offer. This will be dependent on the setting's capacity and agreement with the family.

If they cannot attend (e.g. setting has closed fully)/will not attend then the setting will consider taking action in line with the table below (this can form part of a review of your initial RAG rating of vulnerable learners and risk assessments):

RED	<ul style="list-style-type: none"> - Ensure the setting has liaised with involved agencies – consider reviewing support/care plans with the social worker/case coordinator/Hope Virtual School. - Schedule and prioritise check ins/ home visits. - Ensure clear methods of communication established for learners and families and the setting by phone or email. - Consider supporting with referrals to 3rd sector support/youth work/mentoring.
AMBER	<ul style="list-style-type: none"> - Check in when required. Agree who does this with the social worker/case coordinator if the case is open. - Clear methods of communication established for learners and families and the setting by phone or email. - Send information for self-referral support if required (click here for some shared resources).

GREEN	<ul style="list-style-type: none"> - Monitor with check ins from universal teaching staff. - Send information for self-referral support if required (click here for some shared resources).
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The setting will follow:

- hints and tips of how to have supportive conversations in accordance with APPENDIX A
- Public Health/NHS guidance for those who will be self-isolating/ displaying symptoms, (or for those who are living with those anyone displaying symptoms).
- Public Health/NHS guidance around social distancing if conducting a home visit and complete a risk assessment around whether personal protective equipment may be required.

St Bon's may consider supporting vulnerable students by arranging an alternative placement through the Bristol City Council [ALP Hub](#).

Attendance

See section [Assessing, reviewing and taking action](#) for expectations around attendance.

During this period, settings do not need to take an attendance register. For administrative purposes Code # (planned whole or partial closure) will be used. St Bon's will submit a short daily return to the DfE [\(COVID-19\): attendance recording for educational settings](#) , reporting whether we are open and how many learners and staff are in school. This will generate a record of attendance for safeguarding purposes and provide accurate, up to date data to the government. This will also help DfE to track capacity in the system, enabling the department to feed into wider tracking of the impact of the virus to support scientific advice.

APPENDIX B - procedures if a child with a Child in Need or Child Protection plan does not attend.

APPENDIX C- procedures if a Child in Care does not attend.

Identifying and responding to peer on peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. Some types of Peer on Peer abuse are identified through [s. 27 of KCSIE 2019](#).

Whilst many of the forms of physical harm will be reduced through social distancing, for some vulnerable learners, they may still be at risk of this. It is likely that there is a risk of peer on peer harm occurring more frequently online.

St Bon's will continue to educate and provide support for learners who maybe experiencing peer on peer abuse. Learners are likely to continue to seek support from trusted adults such as teachers, pastoral staff as well as parents. In the case of a parent needing to make contact or report a concern to St Bon's, please contact the DSL on head.st.bonaventures.p@bristol-schools .

St Bon's will continue to play a role in taking proportionate action to support the wellbeing of learners online, in line with Part 5 of KCSIE 2019.

Keeping safe online

Whilst social distancing measures are in place it is important that settings consider utilising technology to support students in a safe way. Staff will continue to look out for signs a child may be at risk. Any concerns should be reported as in section [What staff and volunteers should do if they have any concerns about a child](#).

- Staff will be reminded of the staff behaviour policy (sometimes known as a code of conduct). The staff behaviour policy should amongst other things include acceptable use of technologies, staff pupil/learner relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.
- St Bon's will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. St Bon's will complete/review a [Data Protection Impact Assessment](#) when planning to use virtual learning opportunities.

Virtual learning:

Recently published guidance from the [UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#), can help plan online lessons and/or activities safely. Staff at St Bon's will take into account these steps when considering virtual learning.

Using social media to communicate with learners at home:

It is **strongly advised staff and volunteers do not use social media platforms** to communicate with students at home. It is unlikely that the safety and welfare of the child will be compromised enough to warrant its usage without the need to notify the police or social care in these cases.

See Appendix A for hints and tips around communicating with learners at home.

What to do if you have concerns about a staff member or volunteer who may pose a safeguarding risk to learners

Any concerns about the conduct of staff/ volunteers should be raised with the Head Teacher/Acting Head Teacher/Principal. In the event that the concern is regarding the Head Teacher/Principal concerns should be raised to the Chair of Governors. The LADO will be contacted before any form of investigation commences.

St Bon's will continue to follow our legal duty to refer to the Disclosure and Barring Service anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at [s.163 of KCSIE 2019](#) and will continue to operate work under Part 4 of KCSIE 2019.

Appendix A

Check-ins/Monitoring welfare of vulnerable learners- hints and tips- (delete as appropriate)

Key Activities:

- St Bon's has set up a school professional email for the safeguarding team to jointly access. This has been provided to families and young people to enable them to liaise with us if they require help and support.
- A script has been written to be used by staff when checking in with families to ensure a consistency of approach
- Staff will continue to act in accordance with the setting's code of conduct. St Bon's will continue to monitor wellbeing via phone call, email or conducting a home visit (following public health social distancing protocols).
- Staff will only use school accounts to communicate via email or online platforms, never personal/ private accounts.
- If a member of staff does need to use their own personal device they will ensure any phone calls are made from a blocked number so personal contact details are not visible.

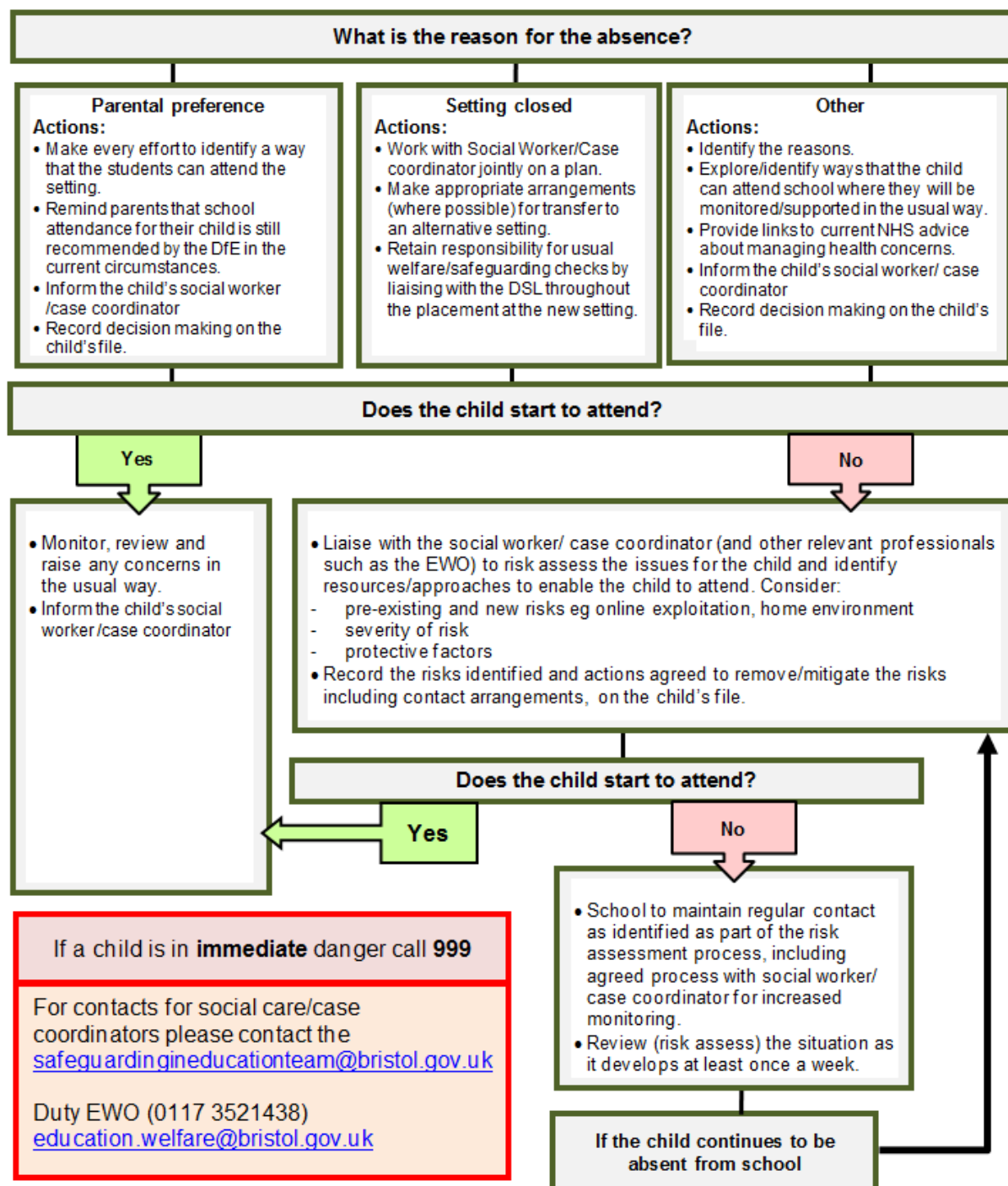
Arranging contact:

- St Bon's will liaise with the social worker/ Case Co-ordinator or other key professional if one is involved and contact arrangements are agreed as part of plan.
- St Bon's will continue to be open with all families of learners that you may need to check in with from time to time to **offer support** and **educational provision** during this difficult time. This may be a member of the safeguarding team or their class teacher.
- St Bon's will pre-warn families where possible of contact (for example, by text) – when to expect a call, whether calls are likely to be from a withheld number. This will be supportive call asking how they are and how they are coping.

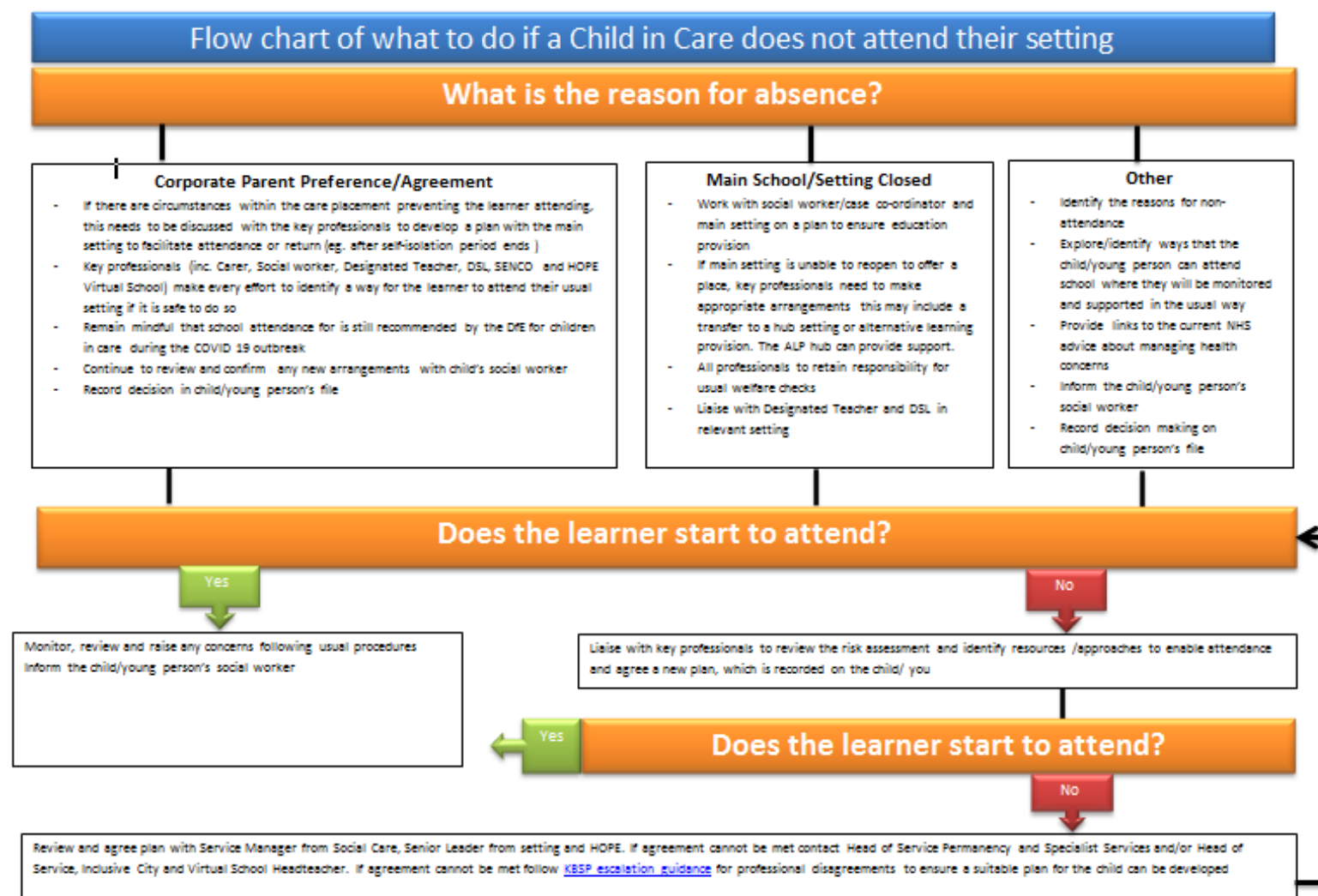
In circumstances where there are concerns about a learner staff in St Bon's will take into account the following:

- Be mindful of the rule of proportionality – does this need to occur? Can you balance this with the Family/Child's Article 8 rights – Right to a private life?
- Consider whether seeing the child is required? If so – what has been agreed by the social worker/case coordinator?
- Consider whether how your interaction will be interpreted by the family and evaluate your approach.
- Avoid using video-conferencing for the purposes of 'checking-in'. If no social worker and still vulnerable -consider obtaining advice from the Locality Families in Focus teams.

Appendix B – Flow chart of what to do if a learner with a social worker does not attend the named setting.



Appendix C



Appendix D – Resources:

Please see the [Safeguarding in Education Team](#) web page for a range of resources.

