

CHILD PROTECTION AND SAFEGUARDING

Policy applies from EYFS to Sixth Form and to all Staff	
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Version	Date	Paragraph	Material change	Approval
09.22 v2	1.09.2022	All	Updated and re-written to reflect new statutory guidance issued in September 2022.	Mr Luke Goodman
09.23 v1	01.09.2023	All	Updated to reflect Keeping Children Safe in Education 2023., specifically section 5 (Role of Designated Members of Council	Mr Chris Collins



			for Child Protection and Safeguarding) and section 7 (Allegations).	
09.23 v2	15.09.2023	5	Updated to reflect Keeping Children Safe in Education 2023.	Mr Chris Collins
02.24 v1	23.02.2024	13	Updated to reflect changes to the EYFS Framework.	Mr Chris Collins

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

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1. Key External Safeguarding Contacts

If a pupil is at immediate risk of harm	Police 999		
To make an URGENT referral	Children's Social Care, First Response 0117 9036444 Out of Hours Emergency Duty Team 01454 615165		
To make a NON-URGENT referral (parental/carer consent required)	Children's Social Care, First Response online form https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response Police 101		
To raise concerns and ask for guidance in relation to the conduct of someone who works with children contact the Local Area Designated Officer (LADO)	Bristol Nicola Laird 0117 9037795 childprotection@bristol.gov.uk A copy of the form to be submitted is found at KBSP LADO notification form . Please see LADO Concerns Professionals Bristol Referral Form (bristolsafeguarding.org) for further information.		
To raise concerns and ask for advice about Radicalisation, Terrorism and Extremism	<p>Police Prevent referrals and advice</p> <ul style="list-style-type: none"> • Email: channelsw@avonandsomerset.police.uk • Phone: 0117 9455539 or 01278 647466 • Non-emergency police contact : 0800 789321 or 101 <p>Anti-Terrorism Report suspicious activity</p> <ul style="list-style-type: none"> • Call the confidential Anti-Terrorist Hotline: 0800 789 321 or • Complete the Action Counters Terrorism (ACT) form <p>Report online Terrorist material at Report Terrorism</p> <p>Non-emergency advice 020 73407264 (Monday to Friday, 9am-6pm) Counter-extremism@education.gsi.gov.uk</p>		
For advice and guidance about whether to make a referral contact Families in Focus	North Bristol 0117 3521499	East/Central Bristol 0117 3576460	South Bristol 0117 9037770
NSPCC Whistleblowing Advice Line	Weston House, 42 Curtain Road, London, EC2A 3NH 0800 028 0285 help@nspcc.org.uk		

NSPCC Report Abuse in Education Advice Line	0800 136 663 help@nspcc.org.uk
Disclosure and Barring Service	DBS customer services, PO Box 3961, Royal Wootton Bassett SN4 4HF 03000 200 190 customerservices@dbs.gov.uk
Teaching Regulation Agency	Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road. Coventry CV1 2WT 0207 593 5393 misconduct.teacher@education.gov.uk
Independent Schools Inspectorate	0207 6000100 concerns@isi.net

2. Related Policies and Documents

Anti-Bullying
 Attendance
 Behaviour - Senior School / Infant and Junior School
 Child-on-Child Abuse
 Counselling
 Complaints
 Enhanced Learning (SEND)
 Early Years Foundation Stage (EYFS)
 Equity, Inclusion and Diversity
 Intimate Care
 Lost Pupil
 Low Level Concerns
 Mental Health
 Online Filtering and Monitoring
 Online Safety
 Pupil Code of Conduct - Senior School / Infant and Junior School
 Positive Handling and Use of Reasonable Force
 Preventing Radicalisation
 PSHE
 Relationship and Sex Education
 Recruitment, Selection and Disclosure
 Staff Code of Conduct
 Taking, Storing and Using Photographs or Video (Parents)
 Taking, Storing and Using Photographs or Video (Staff)
 Whistleblowing
 Visiting Speakers



3. Definitions

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

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

Designated Safeguarding Lead (DSL) is a senior member of staff from the Senior Leadership Team who has lead responsibility for safeguarding and child protection (including online safety).

Keeping Children Safe in Education 2023 ('KCSIE 2023') is statutory guidance from the Department for Education issued under Sec 175 Education Act 2002, the Education (Independent Schools Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015.

Child / Children / Pupil / Learner includes everyone under the age of 18. These terms are generally applied interchangeably as appropriate in the context.

CPOMS is the 'Child Protection Online Management System' Clifton High School uses to record, monitor, and action safeguarding, wellbeing and pastoral concerns.

4. Introduction

At Clifton High School:

- Safeguarding and promoting the welfare of its pupils is **everyone's responsibility**; **Everyone** who comes into contact with its pupils, their families, and guardians, has a role to play;
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child;
- We take an **'it can happen here'** approach where safeguarding is concerned, both inside and outside of School and online;



- **Everyone** who comes into contact with pupils has a role to play in identifying concerns, sharing information, and taking prompt action; and
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Clifton High School is committed to safeguarding and promoting the welfare of children by:

- the provision of a safe environment in which its pupils can learn;
- acting on concerns about a pupil's welfare immediately; and
- fulfilling our legal responsibilities to identify pupils who may need early help or who are suffering, or are likely to suffer, significant harm.

These arrangements follow guidance issued by the Secretary of State starting with a universal response at level one. Level one plus, provides additional support where universal services hold onto a child but receive additional support to prevent the child and family needing to access higher tier services. This could be single or multi agency response.

At level two, escalating needs brings in targeted support using a coordinated Multi-Agency Response and the Families in Focus Team. At level three, children will require intensive support and protection under s.17 and s.47 Children Act 1989. This is the threshold for child in need, child protection.

This and all other Child Protection and Safeguarding Policies are developed from legislation documents.

All action taken by Clifton High School will be in accordance with Current legislation (these are summarised within [Working Together to Safeguard Children: statutory framework](#)) and Statutory, national and local guidance:

- [Keeping Children Safe in Education \(September 2023\)](#) 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
- [Working Together to Safeguard Children \(2018\)](#), (last updated 1 July 2022) 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
- [The Children Act 1989](#)
- [The Children and Social Work Act \(2017\)](#)
- [The Safeguarding Vulnerable Groups Act \(2006\)](#)
- [Education and Training \(Welfare of Children\) Act \(2021\)](#)

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- [Statutory framework for the early years foundation stage \(2021\)](#)
- Clifton High School adheres to the principals of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#)
- [Equality Act 2010](#)
- [What to do if you're worried a child is being abused - advice for practitioners](#) (March 2015)
- [Guidance for safer working practice for those working with young people in education](#) (October 2015)
- [Disqualification under the childcare act 2006](#) (August 2018)
- [Relationships education, relationships and sex education \(RSE\) and health education](#) (September 2021)
- [The DDCMS / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people"](#) (December 2020)
- [The Charity Commission guidance Safeguarding and protecting people for charities and trustees](#) (November 2021)
- Local Guidance from the Local Safeguarding Partnership: around particular safeguarding topics are available on the [Keeping Bristol Safe Partnership \(KBSP\) Website](#):
<https://bristolsafeguarding.org/>

Equalities and Rights Statement

We will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty where and when safeguarding is concerned. Under the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, age, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

General duties include:

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

The Designated Members of the Council of Governors should carefully consider how they support pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific needs. This



includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. The School, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

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

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

Further guidance to help understand how the Equality Act affects the School and members of the school community, and how the School should fulfil its duties under the Act can be found at: Equality Act 2010: advice for schools - GOV.UK (www.gov.uk) For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).

Refer to Equality, Inclusion and Diversity Policy and Enhanced Learning (SEND) Policy.

Circulation

A copy of this policy is on the Clifton High School website and is accessible by pupils, parents, and staff. Throughout this policy, the word 'staff' reflects:

- All employees of Clifton High School
- Members of the Council of Governors
- French Education Curriculum Programme (FECP) tutors
- Visiting Music Teachers
- Peripatetic self-employed staff using Clifton High School premises
- Sports coaches
- All volunteers working on behalf of the school in a paid or un-paid capacity
- Visitors
- Contractors who are working on site during term time

Promotion of this Policy and statement

All school documentation must contain the statement that 'Clifton High School is committed to child protection and safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment.'

Aims

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At Clifton High School, our aim is to provide a happy and safe environment for all pupils and to ensure that the welfare and safety of all children or young people entrusted to us is our paramount consideration. Maintaining our strong culture of safety is everyone's responsibility.

We respect the rights of every pupil to:

- Be free from any abuse or discrimination.
- Have staff at Clifton High School with whom they can feel confident to discuss concerns regarding child protection and safeguarding.
- **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Always have their self-esteem and self-confidence nurtured.
- Be educated in all matters to ensure that they have the skills to stay safe, be healthy, enjoy and achieve, make positive contributions, and achieve economic well-being.

5. Roles and responsibilities

Role of the School

The School must:

- Provide a setting in which pupils are and feel safe
- Provide a Designated Safeguarding Lead (DSL) who is a member of the Senior Leadership Team, Deputy Designated Safeguarding Lead (DDSL) for child protection and safeguarding
- Respect each pupil's right to privacy regarding abuse but within the requirements of all school policies
- Act to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk
- Ensure all staff are trained to be aware of the possibility of abuse and specific safeguarding issues and the potential signs to observe every two years
- Inform parents that the Clifton High School Child Protection and Safeguarding policy and related policies are available on the school website and on request from the School Office
- Keep up to date and implement all related Child Protection and Safeguarding Policies
- Implement a policy on reasonable use of force (refer to the Positive Handling and Use of Reasonable Force Policy)
- Provide opportunities for pupils to be listened to, for example at the School Pupil Council.

Role of the DSL and DDSLs

The DSL has overall responsibility for child protection and safeguarding (including online safety and understanding the School's filtering and monitoring systems). Duties are further outlined in Keeping Children Safe in Education (2023), Annex C.



In the absence of the DSL, the DDSLs will take on the additional responsibilities of the DSL. The DDSLs offer additional support for their respective phases of the School. The DSL and DDSLs are all trained to the highest level and have a detailed job description.

The actions taken by the DSL must keep the welfare of all pupils at the forefront by:

- Considering, always, what is in the best interests of the child to protect them from abuse
- Promoting an attitude within the school of 'it could happen here' where safeguarding is concerned
- Promoting an understanding that it is everyone's responsibility to play a role in identifying concerns, sharing information, and taking prompt action
- Updating all Child Protection and Safeguarding Policies at least annually
- Implementing all Clifton High School Child Protection and Safeguarding Policies and ensuring each member of staff has access to them
- Holding overall responsibility for online safety of all pupils including ensuring the implementation of the Online Safety policy and the Online Filtering and Monitoring policy
- Provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential
- Considering the lawful right and interests of Clifton High School community as a whole, including its staff
- Ensure staff are aware that anyone can make a referral
- DSLs will inform the Head of School of enquiries under s.47 of the Children Act 1989 and any police investigations. This includes notifying the Head of School of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

Contact details for the DSL and DDSLs can be found in [Appendix 6 - Safeguarding Team Contact Details](#).

Managing referrals

The DSL or DDSLs must:

- Refer cases of suspected abuse to the local authority Children's Social Care as required
- Support staff who make referrals to local authority Children's Social Care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make a direct referral to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime has been committed to the Police as required.

Child Protection files

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The DSL must ensure the successful transfer of the Safeguarding/Child Protection File when a pupil moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.

Work with others

The DSL will:

- Work with the Head of School, and relevant strategic leads taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement, and achievement at Clifton High School
- Work closely with the Designated Members of Council keeping them always informed
- Act as a source of support, advice, and expertise for all staff
- Work closely with the School Counsellor and School Nurses
- Remain up to date with multi agency working by maintaining contact with Bristol North Families in Focus Team, attending multi agency network meetings, and attending DSL network meetings.

Training

The DSL must:

- Along with the DDSs, undertake refresher training every two years. This will include local interagency working protocols and the Keeping Children Safe Partnership's approach to the Prevent Duty;
- Ensure up to date Prevent Duty awareness has been completed;
- Provide training for all staff in line with advice from KBSP and when new legislation is received;
- Ensure that all staff have read and understood KCSIE 2023 Part One and Annex B or Annex A, as appropriate to their role;
- Carry out face-to-face induction training for all new staff, including temporary staff and volunteers which covers all Clifton High School Child Protection and Safeguarding related policies and procedures;
- Ensure that training around safeguarding topics in KCSIE 2023 Annex B (including online safety) and online filtering and monitoring training will be integrated, aligned, and considered as part of a whole school safeguarding approach; and
- Keep up to date through research.

Raising awareness

The DSL:

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- Keeps staff regularly updated on child protection and safeguarding in staff briefings and through email;
- Keeps parents updated through the school website, email, guidance booklet for parents and talks;
- Along with the DDSLs, keeps pupils updated through assemblies and presentations by visitors; and
- Keeps Members of Council updated.

Availability

The DSL is easily contactable in emergencies during school hours via a mobile phone where the number is made available to all staff. In the absence of the DSL, the DDSLs have the same level of contactability.

Role of Designated Members of Council for Child Protection and Safeguarding

Duties are further outlined in KCSIE 2023 Part 2

Designated Members of Council for Child Protection and Safeguarding will:

- Be senior board level leads, who take responsibility for the School's safeguarding to ensure that safeguarding and child protection practice, process, and policy, including online safety (and in the case of the nominated governor for Online Filtering and Monitoring, to ensure that the filtering and monitoring systems) are effective and are compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.
- Liaise with the Head of School and the DSL to ensure production of an annual report for the Council of Governors and complete the S.175 (annual safeguarding) audit for the Keeping Bristol Safe Partnership
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay
- Ensure that all policies are updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of School's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively
- Ensure that all governors and trustees receive appropriate safeguarding and child protection training (including online safety, which shall include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction and thereafter on a regular basis. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the School are effective and support the delivery of a robust whole setting approach to safeguarding.
- Ensure that all staff undergo safeguarding and child protection training (including online safety which includes an understanding of the expectations, applicable roles and



responsibilities in relation to filtering and monitoring) at induction and on a regular basis thereafter.

- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements
- Ensure that pupils are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education](#) and [Early Years Foundation Stage \(EYFS\) statutory framework](#)
- Ensure that members of staff have appropriate checks carried out in line with statutory guidance KCSIE 2023 Part 3
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against members of staff who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concern
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback
- Ensure that the School has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the School's online safety practices
- Appoint a Designated Teacher to promote the educational achievement for children in care and other care arrangements.
- Manage allegations regarding the Head of School
- Meet with the Child Protection and Safeguarding Team and a representation of staff at least termly
- Undergo appropriate training no less than every two years
- Attend annual update sessions held at the School.

The Council of Governors undertakes a review of all child protection and safeguarding arrangements and procedures annually.

Role of all members of staff

Every member of staff of Clifton High School is under a duty to be aware of all the Child Protection and Safeguarding Policies and in following it they must:

- Know how to access and implement the policies, independently if necessary
- Consider, always, what is in the best interests of the child in order to protect them from abuse
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Understand that it is everyone's responsibility to play a role in identifying concerns, sharing information, taking immediate action as part of a robust whole school setting approach to safeguarding



- Be aware of indicators of abuse and neglect, recognising the particular vulnerabilities of those with Special Educational Needs. Refer to [Appendix 1](#) and KCSIE 2023
- Be prepared to identify any children who may benefit from early help and be particularly alert to the specific groups of children identified in KCSIE 2023
- Understand that they may be required to support other agencies and professionals in an early help assessment by Families in Focus
- Keep an accurate record of any significant complaint, conversation or event using CPOMS
- Be able to follow the referral process should they have a concern about a child's welfare as set out in KCSIE 2023
- Report all matters of concern to the DSL or a DDSL either initially or to the DSL following referral to First Response (Children's Social Care)
- Be aware that safeguarding issues can manifest themselves via child-on-child abuse
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL (or a DDSL) if they have concerns about a child.
- Determine how best to build trusted relationships with children and young people which facilitate communication.
- Not assume a colleague or other professional will act by sharing information that might be critical in keeping children safe
- **At Clifton High School all staff must read and understand KCSIE 2023 Part One and Annex B and this policy and complete an Operoo form to confirm this in writing to the DSL.**
- Attend an annual update on the Child Protection and Safeguarding Policy and Procedure in preparation for the start of each academic year and any further update sessions held when necessary
- Undertake certified refresher training every 2 years organised by the School
- Always wear their identification lanyard when on the school site
- Attend annual update sessions held at the School and other training as appropriate

Safer Recruitment

Clifton High School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School. All recruitment materials will include reference to Clifton High School's commitment to safeguarding and promoting the wellbeing of children.

All appointments to the staff with due regard to statutory guidance KCSIE 2023 Part 3, and key senior staff involved in the recruitment process undergo Safer Recruitment in Education training. *Refer to the Recruitment, Selection and Disclosure Policy.*

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The Single Central register is reviewed termly, by at least two of the following: The Head of School, Members of Council of Governors responsible for Safeguarding and the DSL.

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

In addition, as part of the shortlisting process Clifton High School will consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and which are publicly available online, which the School might want to explore with the applicant at interview. The School will inform the shortlisted candidates that searches may be carried out.

Full details of the school's safer recruitment procedures for checking the suitability of staff, Members of Council of Governors, and volunteers to work with children and young people is *Recruitment, Selection and Disclosure Policy*.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's *Visiting Speakers Policy*.

Arrangements for visiting speakers

Clifton High School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

A visiting Speakers Request Form is submitted via Operoo and signed off by the DSL. Subsequently, the member of staff responsible for the visiting speaker will undertake an Onsite Adult Risk Assessment, liaising with Clifton High School's HR department over its completion.

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Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the School site, will be supervised by a School employee and will wear an identification 'visitors' lanyard. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

Visiting speakers are given a visitors information booklet, which details Child Protection and Safeguarding information, and can be found in Main Reception.

Arrangements for third party providers using the School's facilities

The School will follow this policy if there are any safeguarding allegations or concerns in relation to a third-party provider that uses the School's facilities for activities involving children, and will comply with its duties to inform the LADO and any other relevant agency in such circumstances, in accordance with KCSIE 2023.

Role of the Senior Leadership Team

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

All members of the Senior Leadership Team read the entire KCSIE 2023 document.

6. Responding to And Reporting Concerns

Recognising Safeguarding concerns

Early recognition of safeguarding concerns is essential. The signs of abuse are not always obvious, and a pupil may not tell anyone what is happening to them. Sometimes pupils do not realise that what is happening to them is abuse. Pupils mature and develop at different rates and this should be considered, particularly for pupils who are in a year group not in line with their biological age.

All staff should be aware of indicators of abuse and neglect (see [Appendix 1](#)), understanding that children can be at risk of harm inside and outside of the School, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early



identification of abuse and neglect, so that staff are able to identify cases of children who may be in need of help or protection.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

All staff, but especially the DSL and DDSLs should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

There may be other contextual factors relating to the family background which may add to the school's concern, for example:

- Poor relationships between parent and the pupil
- Stress within the family
- Unrealistic parental expectations of the pupil.

Child abuse may fall into one or more of the following categories, physical abuse, emotional abuse, sexual abuse and neglect. In reality, there is much overlap between these.

Refer to [Appendix 1](#) for detailed definitions on types of abuse and specific safeguarding issues.

Reporting concerns

All staff should record and report concerns to the DSL or DDSLs in a timely way. If a child is in immediate danger, staff should phone the police.

All staff should be aware of and follow the procedures to respond to a concern about a child detailed in [Appendix 3](#). This includes responses to child-on-child harm and children who present with a mental health need.

At Clifton High School children can share any concerns they have about a safeguarding issue they are experiencing or a concern about another child either by speaking directly with a member of staff or through the Incident disclosure form, and they will be treated seriously. Additionally, pupils can express their views and give feedback through the pupil council. All concerns and disclosures are recorded by staff on CPOMS.



Where a pupil feels able to disclose abuse to a member of staff it is generally a sign of a strong and trusting relationship. Care will be needed to offer reassurance to the pupil and at the same time to explain the need to involve other adults. Do not promise confidentiality. Refer to [Appendix 4 - Confidentiality](#).

The member of staff should talk with the pupil in a quiet area where there are not likely to be any interruptions. The member of staff should be aware of the importance of adopting a supportive and listening role. Staff should not attempt to cross-question or, where physical abuse is concerned, to seek visual evidence of this. It is also important to remember that it is a difficult subject for a pupil to discuss and in addition, they may be afraid of the implications of “telling” or may even be under threats of reprisals.

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

Action to be taken following a report of a concern

The DSL is responsible for co-ordinating action within the school and their action will consider the South West Child Protection procedures displayed on the website www.online-procedures.co.uk/swcpp and guidelines set out in KCSIE 2023.

The action taken depends on the level of concern about a pupil.

If a pupil is at immediate risk of harm the Police must be contacted on 999. The member of staff must ensure that concern that a pupil is likely to suffer or is suffering significant harm is dealt with immediately. It is usual for the member of staff to record the concern using CPOMS. The member of staff must additionally alert the DSL or DDSLs to the concern as a referral must be made to Children’s Social Care immediately. It is normal procedure that the DSL or DDSLs will make this referral. Anyone can make a referral, but if a person other than the DSL makes a referral, that person must inform the DSL, as soon as possible.

The First Response team make the final decision if this risk meets the threshold of abuse. Subsequently the Head of School must inform a Designated Member of Council for Child Protection and Safeguarding that a referral has been made.



These arrangements follow guidance issued by the Secretary of State starting with a universal response at level one. Level one plus, provides additional support where universal services hold onto a child but receive additional support to prevent the child and family needing to access higher tier services. This could be single or multi agency response. At level two, escalating needs brings in targeted support using a coordinated Multi-Agency Response and the Families in Focus Team. At level three, children will require intensive support and protection under s.17 and s.47 Children Act 1989. This is the threshold for child in need, child protection.

For cases where an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl who is under the age of 18, there is a specific legal duty on the teacher who discovers this to report it to the Police. This can be done by calling 101 or if it is suspected that a pupil is in immediate danger, call 999 immediately. It is a requirement to then inform the DSL. Refer to KCSIE 2023 Annex B for further details.

If a concern is raised about a pupil, who is not at immediate risk of harm the DSL will action contact to the Families in Focus Team to discuss the case and seek advice without initially naming the pupil or the family. To make a referral for additional services required to meet the need of the pupil, the [First Response Online Referral](#) is to be used. Any member of staff can refer their concerns in this way although it is normal practice to go through the DSL. Refer to page 3 '[Key External Safeguarding Contacts](#)' and [Appendix 2](#) for all contact details and numbers.

Most safeguarding concerns can be dealt with by the DSL or DDSLs by taking appropriate action in school. This could be referring the pupil to the Medical Centre or School Counsellor or linking to other agencies - such as signposting a family to parenting classes or suggesting the pupil goes to the GP.

An anonymous report will be acted upon in the same manner, as any other report but this fact will be kept in mind when considering the context of the abuse or specific safeguarding issue. Decisions to seek support for a child in need, or about whom there are concerns of radicalisation will normally be taken in consultation with the parent and pupil, however when there are reasonable grounds to believe that the pupil is at risk of significant harm then consent to make a referral is not required.

If any injury is so serious that immediate medical treatment is required, the DSL will arrange for the pupil to be taken to hospital. The parents will be informed that this action has been taken unless this puts the child at risk of further harm.

It is essential that pupils who are made known to staff to be at risk, or about whom there has been concern in the past, are observed closely in school and that the appropriate person is alerted immediately if there are any further concerns.



Records made following a Disclosure/Suspicion of Abuse

Clifton High School will need to make available to Children's Social Care, records made on CPOMS completed by the relevant staff giving a factual account of incident, or disclosure. All details of discussions held, and decisions made, along with the reasons for those decisions, must be recorded on CPOMS. It is important to record in detail all available information since legal proceedings may arise from the investigation that follows a referral.

7. Allegations

Allegations against staff

It is essential that any allegation of abuse made against a member of staff, visitor or volunteer at the School is dealt with fairly, quickly and consistently, in a way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.

Clifton High School has procedures for dealing with an allegation made against a member of staff, visitor or volunteer that aim to strike a balance between the need to protect the pupil from abuse and the need to protect staff, visitors and volunteers from false or unfounded allegations. All allegations against any member of staff, visitor or volunteers will be treated according to School policy. These include any members of supply staff where the agency will be fully involved.

Prevention

Guidance for Staff, Visitors and Volunteers

Staff, visitors and volunteers must ensure that their behaviour and actions do not place the pupils or themselves at risk of harm or of allegations of harm. For further guidance refer to Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (October 2015). The Guidance for Visitors booklet is available in the School Office and in the waiting room. Visitors are expected to read the summary Safeguarding Guidance on arrival.

All Clifton High School Staff, Contractors and Volunteers (DBS checked) should recognise that they can put themselves in an extremely vulnerable position when giving one to one tuition, sports coaching and when engaging in electronic communication with a pupil on a one-to-one basis. If these situations present themselves staff or volunteers should make sure that another colleague is aware of this one-to-one situation or are near where this is taking place. Additionally, all staff should read and apply the procedures as specified in the Positive Handling and Use of Reasonable Force Policy.



Arrangements for dealing with safeguarding concerns or allegations of abuse regarding Teachers, Supply Staff and other Staff (including Head of School, Council of Governors, Volunteers and Contractors)

The School's procedures for managing allegations against staff (including supply staff, volunteers and contractors) who are currently working in the School whether in a paid or unpaid capacity follows DfE statutory guidance and Keeping Bristol Safe Partnership (BSCB) arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.

Allegations that do not meet the above harms test, something a colleague may have witnessed that they feel uncomfortable about, but that perhaps does not cross the threshold to make an allegation, should be dealt with using the School's procedure for handling low level concerns.

Refer to Low Level Concerns Policy

Regardless of how a member of staff might interpret the issue, the decision is not theirs to determine if it is low level or not, **and they should report the concern to the Head of School, unless the Head of School is absent, in which case the report should be made to the DSL** . If any low-level concern relates to the behaviour of the Head of School, it should be referred to the Chair of Governors.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO. (Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations). The LADO will coordinate with children social care and the Police.

Any safeguarding concerns or allegations of abuse regarding a member of staff should be reported to the Head of School, unless the concern or allegation relates to the Head of School, in which case the concern or allegation should be reported to the Chair of Governors. In the absence of the Head of School, the report should be made to the Chair of Governors.

The person who is managing the allegation must follow the steps below:

- The child and/or alleged abuser should not be questioned but a record made of what has been reported and nor is any form of investigation to be carried out.



- Report the allegation within 1 working day to the Local Area Designated Officer (LADO) who will consider the relevant facts and concerns and decide the next course of action in agreement with the person managing the allegation. No suspension or other actions should take place prior to this consultation. Clifton High School does not require parental consent before reporting an allegation to the LADO
- In the case of serious harm, the Police should be informed from the outset

[Refer to Appendix 5 - Allegations.](#)

8. Information sharing

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

Staff at the School are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with [Information Sharing : Advice for Practitioners Providing Safeguarding Services for Children, Young People, Parents and Carers \(2018\)](#).

It would be legitimate to share information without consent:

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

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

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



9. Multi-agency working

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

Occasions that warrant a statutory assessment under the Children Act 1989

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

Referrals in these cases should be made as directed by the DSL (DDSL), to Children's Social Care in the local authority in which that child resides. Safeguarding contacts and other key agencies are listed in [Appendix 2](#).

Where the pupil already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Hope Virtual School. Clifton High School will cooperate with any statutory safeguarding assessments conducted by children's social care; this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Additional considerations:

- Where a child and/or their family 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.
- [If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the School will liaise with the Local Authority Violence Reduction Unit \(Safer Options\) who will consider a proportionate response.](#)
- [If there is a risk of harm, the police should be called via 999.](#)
- [In the rare event that a child death occurs, or a child is seriously harmed, Clifton High School will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.](#)

10. Suspensions and Permanent Exclusions

If the School is considering suspending or permanently excluding a child who has additional vulnerabilities, it is important that the child's welfare is the paramount consideration. The Head of School will consider their legal duty of care when sending a child home.

Clifton High School will exercise its legal duties in relation to its interventions. These include:



- whether a statutory assessment should be considered in line with the principles of Children Act 1989;
- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice);
- that the child's rights under the Human Rights Act 1998 are complied with; and
- that interventions are consistent with statutory guidance on School suspensions and permanent exclusions - GOV.UK (www.gov.uk).

Actions to take

An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm, in line with identifying and monitoring the needs of vulnerable children.

If the child is subject to a child protection plan or there is an existing child protection file for the child, the School 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 Council of Governors.

Refer to Behaviour Policy - Infant and Junior School / Senior School.

11. Children Missing from Education (CME)

A child going missing from education is a potential indicator of abuse or neglect.

Staff should follow the School's procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions. These should be reported to the DSL who will review the case.

Clifton High School will inform the local authority of any pupil:

- who fails to attend school regularly;
- 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](#).

Refer to the *Attendance Policy*.

12. Child-on-Child Abuse

Responding to incidents of child-on-child abuse

All staff should recognise that children can abuse other children. It is important that child-on-child abuse should be considered as a safeguarding issue. There is flow diagram in [Appendix 3](#) that illustrates this section.

This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

At Clifton High School:

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', just having a laugh' or 'part of growing up'
- Even with a zero-tolerance approach, the School actively takes steps to educate members of the School community and acts to reduce the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse
- Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention
- It is understood that child-on-child abuse may reflect equality issues in terms of those who may be targeted are more likely to have a protected characteristic.

It is important that incidents of harm are treated under the safeguarding policy and process and records will be kept on the child's safeguarding file.

Clifton High School is committed to undertaking the following:

- The early identification of vulnerability to child-on-child harm by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis
- To securing the immediate safety of learners involved in an incident and sourcing support for other young people affected
- If a disclosure is made - staff will listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions - where, when, what, etc
- Ensuring that those who experience abuse will never be given the impression that they are creating a problem by reporting, nor will those who experience abuse ever be made to feel ashamed for making a report
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other children



- The need to not promise confidentiality should be considered as it is very likely that information will need to be shared with others.
- Ensuring that when an incident of sexual violence and sexual harassment occurs, reference to Keeping Children Safe in Education 2023 Part Five: Child-On-Child sexual violence and sexual harassment should be made in relation to taking protective action. These incidents must be reported immediately to the DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) can be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from [Be Safe](#).
- That the DSL will consider whether a case can be managed internally, through early help, or should involve other agencies
- When the pupils involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, being aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- If the incident constitutes towards a criminal offence, the School will liaise with the police. This may also involve the Lighthouse team (Safeguarding Unit) of Avon and Somerset Police.
- Ensuring that risk assessments will be developed for individual pupils who have been involved in an incident. This should be reviewed every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers.
- That the DSL will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.

Refer to Child-on-Child Abuse policy

Actions to take in relation to sexual violence and sexual harassment

Reference to Keeping Children Safe in Education 2023 Part Five: Child-on-child sexual violence and sexual harassment should be made in relation to taking protective action. Clifton High School will take the following actions when responding to incidents of sexual violence and sexual harassment:

- There is a **zero-tolerance** approach to sexual violence and sexual harassment, and it is never accepted, and it will not be tolerated.
- Incidents will be reported immediately to the DSL (or a DDSL) who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) should be utilised

to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from [Be Safe](#).

- **Proportionate** action will be taken and consider whether a case can be managed internally, through early help, or should involve other agencies as required. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made for **all children directly involved**. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.
- When the pupil involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, the School will follow [Searching, screening and confiscation at school](#) guidance and [Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance](#). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

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

Contextual safeguarding approach to child-on-child harm:

Clifton High School will minimise the risk of child-on-child harm by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur - this can include the school environment itself, peer groups and the neighbourhood. It is recognised that a one size fits all approach may not be appropriate for all pupils, and as such education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

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



Refer to Child-on-Child Abuse Policy.

13. Safeguarding Children in the Early Years Foundation Stage (EYFS)

All young children at Clifton High School EYFS have the right to be safe and be treated with dignity, respect, and privacy at all times so as to enable them to access all aspects of the School's EYFS. This policy supports the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS) 2017 and the Equality Act 2010.

Each child is assigned a key person and must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending the School. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

Use of devices with imaging and sharing capabilities in the Early Years Foundation Stage

The School's policy on the use of mobile phones and cameras can be found in the School's Taking, Storing and Using Photographs or Video - Staff Policy and the EYFS Policy. In the EYFS, staff must keep any personal devices with imaging and sharing capabilities in a designated secure cupboard/staff locker. All visitors (including tennis, swimming and dance coaches) must ensure that personal devices with imaging and sharing capabilities are kept away from the children in a zipped/closed bag or pocket.

Refer to the Taking, Storing and Using Photographs or Video (Staff) Policy and EYFS Policy.

14. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside Clifton High School and can occur between children outside School. All staff, but especially the DSL and DDSLs, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

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schooloffice@cliftonhigh.co.uk

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- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health, and care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, or sexual or criminal 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
- Has a family member in prison, or is affected by parental offending;
- Is experiencing, or is at risk of experiencing family ostracism
- Is at risk of so called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child; and
- Is persistently absent from education, including persistent absences for part of the school day.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Mental health and Wellbeing

Clifton High School recognises that it has an important role to play in supporting the mental health and wellbeing of its pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance, where there is a range of resources to support teachers to promote positive health, wellbeing, and resilience among young people. The School aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our pupils.

Refer to the Mental Health policy.

Use of reasonable force

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'Reasonable force' refers to the physical contact to restrain and control pupils 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 pupil with Special Educational Needs or Disability (SEND) will be considered.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance ([Use of Reasonable Force in Schools, 2013](#); [Reducing the need for restraint and restrictive intervention, 2019](#)).
- There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the pupil and their family.

Refer to the Positive Handling and Use of Reasonable Force Policy

Safeguarding in the Curriculum

Clifton High School is dedicated to ensuring that pupils are taught about safeguarding and how to keep themselves safe, including online safety. Effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. This is part of a broad and balanced curriculum, and includes:

- Working within statutory guidance in respect to Relationship, Sex and Health Education [Relationships and sex education \(RSE\) and health education](#) and [Early Years Foundation Stage \(EYFS\) statutory framework](#)
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, online-safety, and bullying
- Appropriate filters and monitoring systems are in place to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what pupils can be taught with regard to online teaching and safeguarding
- The curriculum will be shaped to respond to safeguarding incident patterns in the School identified by the DSL and Safeguarding Team (e.g. to respond to an increase in bullying incidents)
- Providing engagement opportunities with parents to consult on key aspects of the curriculum
- Pupils have the opportunity to inform the curriculum via discussions with the Pupil council and student body



Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

The School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the School's behaviour policies and pastoral support system, as well as by a planned programme of evidence-based RSHE lessons and reinforced throughout the whole curriculum. Clifton High School's PSHE programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program tackles, at an age-appropriate stage, issues such as:

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

Refer to PSHE and Relationship and Sex Education Policies.



Appendix 1 – Signs and Types of Abuse

Types of Abuse and other specific Safeguarding Issues

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

All School staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL or DDSLs.

All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the School, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All staff, but especially the DSL and DDSLs, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, which can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially in chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads.



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 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.
- Cognitive understanding i.e. being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in School, and the consequences of doing that.

To address these additional challenges, Clifton High School assesses the need for extra pastoral support for pupils with SEND.

Physical abuse is 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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual



activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. Staff should be clear as to the Clifton High School policy and procedures with regards to child-on-child abuse.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of 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.

Specific forms of abuse and safeguarding issues

Annex B: Further information on page 139 of KSCIE (September 2023) provides additional information about specific forms of abuse and safeguarding issues as well as [KBSP Guidance](#). These are:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education (see below and Annex B)
- Children with family members in prison
- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- County Lines
- Modern Slavery and the national referral mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called 'honour' based abuse (including FGM and Forced marriage)
- Female genital mutilation (FGM) (see below and Annex B)
- Forced marriage
- Preventing radicalisation (see below and Annex B)
- The Prevent Duty
- Channel
- Child on child abuse



- Sexual violence and sexual harassment between children in schools and colleges
- Serious Violence
- Up-skirting Act (Voyeurism (Offences) Act 2019)
- The response to a report of sexual violence or sexual harassment between children in schools and colleges

All members of staff required to do so, must sign to say that they have read and understood the contents of Annex B.

Child missing from education (CME) refers to children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at school, for example, at home, privately or in alternative provision. This does not apply to children who are registered at a school who are not attending regularly. A referral must be made when a pupil is no longer at the school and has not started at a new school.

Contact

Email: childrenmissingeducation@bristol.gov.uk

Telephone: 0117 3521438

Referral form: <https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme>

Pupils missing out on education (PME) refers to children on roll who are missing out on education as they are not attending regularly. A pupil missing from education is a potential indicator of abuse or neglect, or maybe an indicator of the need for early help support. *Refer to the Attendance Policy.*

Members of staff have a duty to follow the school's procedures to identify and respond to pupils on roll who go missing particularly on repeat occasions. *Refer to the Lost Pupil Policy.*

Elective Home Education

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

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

Clifton High School will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to

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consider what support may be available. The pupil and their families will be part of any planning and interventions.

- If the pupil is at risk of CSE or there is intelligence, which indicates that the pupil or peer group are at risk of CSE, Clifton High School will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.
- If the pupil is at risk of CCE information should be shared with Bristol's Violence Reduction Unit - Safer Options. The Safer Options Education Inclusion Managers can advise and support Clifton High School to manage risk. Targeted support maybe available to disrupt pupils from getting involved with criminality.
- Avon and Somerset Police share 'Missing persons' notifications (when a pupil is reported missing from home) with Clifton High School with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the pupil's CPOMS file.

Domestic Abuse

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

Under the current information sharing protocol, Clifton High School **is not permitted** in sharing this information without seeking consent from Avon and Somerset Police in case this can put a victim and pupils at further risk of harm. The only exception to this when information is shared with Clifton High School as part of statutory duties in relation to transfer of a Safeguarding file. Additional instructions around this are sent out with every single notification.

- Clifton High School must have signed up to a Police Safeguarding Notification Briefing to receive these
- Clifton High School Safeguarding Team are members of trained staff able to receive and act upon these notifications
- Clifton High School should promote an open culture of safeguarding to enable pupils and families to disclose and feel safe to talk about their experiences and what support maybe required

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Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse), all of which can have a detrimental and long-term impact on their health, well-being, development, and their ability to learn.

Female Genital Mutilation (FGM)

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

- Are informed by a girl under 18 that an act of FGM has been carried out on her
- Observe physical signs which appear to show that an act of FGM has been carried out on a pupil.

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

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

- Families are encouraged to notify Clifton High School when they are looking to travel during term time dates.
- This will prompt a conversation with the DSL to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this.
- Clifton High School will complete an [FGM Referral Risk assessment](#) (available on the [Keeping Bristol Safe Partnership website](#)) with the family to identify any support that the family may require in relation to FGM.
- Proportionate action is taken. Referrals to social care should NOT be automatically made - however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment.
- These assessments should be saved onto the pupil's Safeguarding file to avoid duplication with new incidents of travel.

Online Safety

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

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



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

Refer to the Online Safety Policy to see how the School makes provision for teaching children to keep themselves safe including online.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can occur online and can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Serious Youth Violence

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

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

- The same day a weapon is found Safer Options should be called for a multi-disciplinary assessment of risk
- Whilst it is acknowledged that the decision to exclude remains with the Head, it is recommended that consultation with the Safer Options Education Inclusion Manager is made so as not to put the pupil at further risk of harm if they are excluded
- Alternatives to exclusions should be considered first in recognition that by doing so a pupil may be at further risk of harm out in the community
- Police will be notified through the multi-agency discussion held at the 'Out of Court Disposals Panel' to prevent pupils unnecessarily getting a criminal record

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

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- increased absence from school;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in performance;
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries; and/or
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male;
- having been frequently absent or permanently excluded from school; and
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the [Home Office's Serious Violence Strategy](#).

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the [Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance](#). [The Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Preventing Radicalisation - The Prevent duty

All members of staff at Clifton High School understand their statutory duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. Protecting pupils from extremist and violent views and radicalisation is seen as part of its wider safeguarding duties. The purpose should be to ensure that pupils are taught in a way that is consistent with the law and British Values. The [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which relates to schools is set out in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

Refer to Preventing Radicalisation Policy.

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Private Fostering

A private fostering arrangement is one that is made privately, without the involvement of a local authority, for the care of a pupil

- Under the age of 16 years (under 18, if disabled)
- By someone other than a parent or close relative. Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins
- With the intention that it should last for 28 days or more

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately met. Statutory guidance states that this is done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence. Further support and reasonable adjustments are made by Clifton High School to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. Clifton High School will support pupils who are young carers to appropriate support. <https://www.bristol.gov.uk/social-care-health/support-for-young-carers>
The Carers Support Centre can undertake an assessment of need and provide bespoke support. <https://www.carerssupportcentre.org.uk/young-carers/making-a-referral/>



Appendix 2 – External Safeguarding Contacts

All key single agency policies relevant for education Clifton High Schools are found on the following webpage: <https://www.bristolsafeguardingineducation.org/guidance/>

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

- For Bristol - <https://bristolsafeguarding.org/policies-and-guidance/>
- For South Gloucestershire - <http://sites.southglos.gov.uk/safeguarding/library/?b=c>
- For Somerset - <https://sscb.safeguardingsomerset.org.uk/>

Multi-Agency Contacts for Safeguarding in Education

<u>Safeguarding in Education Team</u>		
T: 0117 9222710 E: Safeguardingineducationteam@bristol.gov.uk https://www.bristolsafeguardingineducation.org		
South Advisor Elisabeth Clark Elisabeth.clark@bristol.gov.uk 07824503572	East Central Advisor Jess Curtis jessica.curtis@bristol.gov.uk 07788363338	North Advisor Sarah Wooding sarah.wooding@bristol.gov.uk 07785475173
Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul	
Safer Options Team - Education inclusion managers		
South Ingrid.Hooper@bristol.gov.uk	East Central Calum.Paton@bristol.gov.uk	North Ross.Moody@bristol.gov.uk
Child Missing from Education	Bristol City Council – Education Welfare https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme	
Children affected by Forced Marriage	Forced Marriage Unit T: (0) 20 7008 0151 E: fmu@fco.gov.uk	
Online Safety Advice	Professional Online Safeguarding Helpline T: 0344 381 4772 E: helpline@saferinternet.org.uk	

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Reporting online sexual abuse and grooming	Child Exploitation and Online Protection command https://www.ceop.police.uk/ceop-reporting/	
FGM advice	NSPCC FGM Helpline T: 0800 028 3550 E: fgmhelp@nspcc.org.uk	
	Call the Police on 999 if the child is in immediate danger otherwise call 101 Avon and Somerset Police Female Genital Mutilation Lead DCI Leanne Pook Leanne.pook@avonandsomerset.pnn.Police.uk	
Domestic Abuse support (Bristol)	Directorate of local and national services https://www.bristol.gov.uk/crime-emergencies/abuse-violence	
Young Carers - advice and support.	Carers Support Centre T: 0117 958 9980 W: https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/	
Whistleblowing professional policy	NSPCC Whistleblowing hotline T: 0800 028 0285 E: help@nspcc.org.uk	
Mental health Advice (Local) Child and Adolescent Mental health (CAMHS)		
Primary Mental Health Specialists (advice) Child and Adolescent Mental Health		
South 0117 3408121	East Central 0117 3408600	North 0117 3546800
Advice around harmful sexualised behaviour.	Be Safe 0117 3408700 W: https://cchp.nhs.uk/cchp/explore-cchp/be-safe	
	Brook Traffic Light Tool https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=	

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
South Gloucestershire	Access and Reponses Team <ul style="list-style-type: none"> 01454 866000 - Monday to Thursday 9.00 - 5.00, 4.30 on Friday accessandresponse@southglos.gov.uk 	Emergency Duty Team 01454 615165

	Website: https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/	
North Somerset	<p>Single Point of Access</p> <ul style="list-style-type: none"> • 01275 888 808 - Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm <p>Website: https://www.northsomersetsafeguarding.co.uk/children-safeguarding-board/i-work-with-children/how-to-make-a-referral</p>	
Bath and North East Somerset (BANES)	<p>Children's Social Work Services</p> <ul style="list-style-type: none"> • 01225 396312 or 01225 396313 weekdays, 8.30am to 5pm, except Fridays when we're closed from 4.30pm • Download and complete our request for service form and email it to ChildCare_Duty@bathnes.gov.uk <p>Website: https://beta.bathnes.gov.uk/report-concern-about-child</p>	

Other Local Authority Contacts

Contact details of all local Social Care Departments

Keeping Children Safe Partnership (BSCB)

Area Social Work offices

Contact a social worker who is already assigned to a child at their area social work office. Phone lines are open Monday to Thursday, 8.30am to 5pm and Friday 8.30am to 4.30pm.

These offices are where the Social Work Assessment Teams and Area Social Work Teams are based.

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North Bristol
Ridingleaze, Lawrence Weston, BS11 0QE
Telephone 0117 9038700

East / Central Bristol
Welsman, Princes Street, St Pauls, BS2 9JA
Telephone 0117 903 6500
Fax 0117 903 6789

South - Broadwalk (Knowle)
Broadwalk, Knowle, BS4 2QY
Telephone 0117 903 1414
Fax 0117 903 1333

South - Symes House (Hartcliffe)
Symes House, Hartcliffe, BS13 0EE
Telephone 0117 353 2200
Fax 0117 353 2202

Other numbers that are available:

- Police Child Abuse Investigation Team (CAIT): 0117 9454320
- Public Protection Unit of the Police: 0117 9455969
- NSPCC 24-hour Helpline: 0800 800 5000 (free from a landline)
- NSPCC Asian Languages Helpline: 0808 800 5000 (free from a landline)
- NSPCC Text helpline: 88858 (service is free and anonymous)

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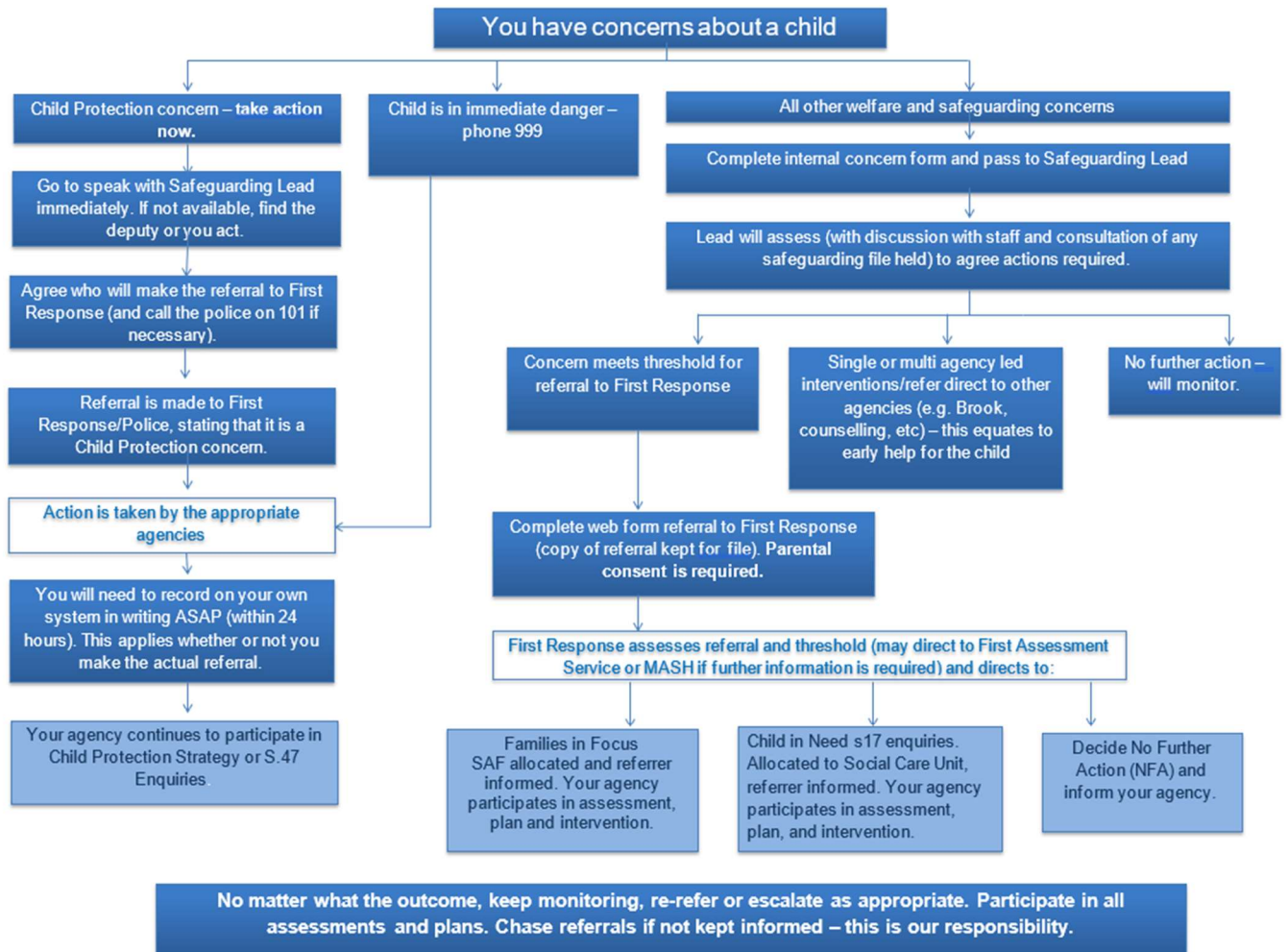
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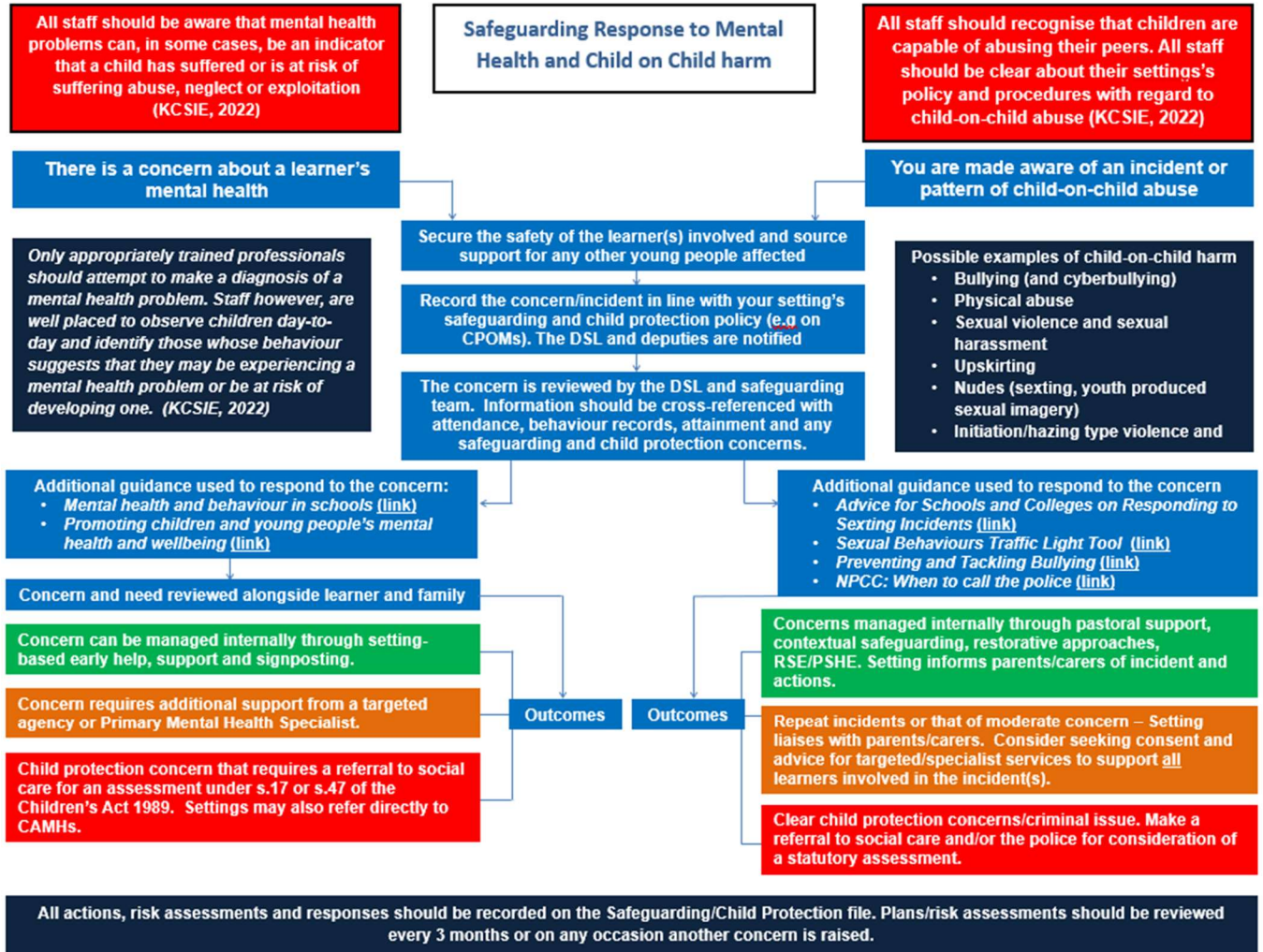
CURIOSITY · EMPATHY · LOVE · DIRECTION

Appendix 3 – Reporting Concerns

Reporting Concerns Flow Chart – Bristol:



Process flow chart responding to child-on-child incidents and Mental Health Problems:





Appendix 4 – Confidentiality

At Clifton High School the aim is for all pupils to feel that they can talk to a member of staff about anything that is concerning them. In some cases, conversations between pupils and staff can remain confidential; however, staff should recognise the boundaries of their legal and professional roles and responsibilities.

Members of staff cannot offer or guarantee absolute confidentiality in all circumstances. Incidences where confidentiality will need to be broken are where:

- There is risk of serious harm or threat to life
- Urgent medical treatment is needed
- A crime has been committed
- The use or supply of illegal drugs is involved
- It is felt that an issue has a discriminatory motive
- A report of abuse is made

Disclosures about child abuse, whether physical, sexual, emotional or neglect, **must not be kept confidential**. This also applies to specific child protection and safeguarding issues listed in [Appendix 1](#). It is important that, as soon as a member of staff realises that such a disclosure may be made, they remind the pupil that it cannot be kept confidential. Disclosures about child abuse, whether physical, sexual, emotional or neglect, should result in the school's Child Protection and Safeguarding Policy being followed.

Pupils are entitled to talk in confidence to members of staff about day-to-day events and concerns. Sensitivity and discretion should be used in deciding what needs to be shared to help the pupil. It is also a good idea to ask the pupil's permission before talking with other staff, on the grounds that it may lead to a better understanding when dealing with the concern.

Staff should not discuss personal information given by parents with other members of staff, except where it affects planning for the pupil's needs.

The School Counsellor and School Nurses are bound by their professional codes of conduct to maintain confidentiality, although they will inform the Head of School or the DSL if they are concerned for the safety of a pupil.

Any information from parents passed on by the Head of School or staff members during face-to-face meetings, telephone correspondence or email correspondence concerning the health or personal circumstances of any pupil should be treated as confidential.



Information and concerns shared about a pupil should not be openly discussed where others can overhear. Unless action has been agreed to talk with the pupil about the matters raised, this should not take place. There is a level of sympathetic understanding that staff can apply to situations but staff should not appear to collude with the pupil against other colleagues.

Parents should not have access to any other pupil's books, marks and progress grades at any time especially at parents' evening. However, parents should be aware that information about their child or young person will be shared with the receiving school if they change school.

Parents and pupils need to be aware that the school cannot guarantee total confidentiality and the school has a duty to report child protection and safeguarding issues.

Clifton High School encourages pupils to talk to their parents about issues causing them concern and may in some cases support them to talk to their parents.

The school may share with parents a child protection or safeguarding disclosure before going on to inform the correct authorities - unless this would put the pupil at further risk. Any concerns or evidence relating to a pupil's personal safety are kept in a secure, confidential file and are shared with relevant staff on a professional basis only.

It is not breaching confidentiality to ask a more experienced colleague's advice when dealing with a problem, as long as staff understand that the information is confidential; seeking advice and support when unsure is good practice.

Clear ground rules relating to confidentiality are set by the teacher involved for any classroom work such as circle time and other PSHE sessions where pupils are dealing with sensitive issues.

Procedures for dealing with concerns about a child

If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the UK GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the DPA 2018 or the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead.



All staff should:

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged perpetrator.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations

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

The 5 'R's are helpful in understanding what professional's duties are in relation to responding to an incident: **Recognise - Respond - Reassure - Refer - Record**

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. All employees of Clifton High School have access to CPOMS - an online software platform where staff are to log incidents of Safeguarding, wellbeing and pastoral issue. The incident record automatically records the date, time of the conversation and Staff are to detail what was said and done by whom and in whose presence this may have occurred. The information is kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in KCSIE 2023 Part One and Part Two.

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Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or a DDSL). Following any report of sexual violence or sexual harassment, it is likely that some children will take “sides”. The School should be doing all it can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed.

Where there is a safeguarding concern, the School will ensure the pupil’s wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by ensuring that there are systems in place, that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The School operates its processes with the best interests of the pupil/s at their heart.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the School should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Relevant information can be found in: [CPS: Safeguarding Children as Victims and Witnesses](#) guidance.

As a matter of effective safeguarding practice, the School should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

The School should consider the potential impact of social media in facilitating the spreading of rumours and exposing those persons involved’s identities.

Risk assessment

When there has been a report of sexual violence, the DSL or DDLs should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support;
- whether there may have been other victims;
- the alleged perpetrator(s);



- all the other children, (and, if appropriate, adult students and staff) at the School, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- the time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded electronically and be kept under review. At all times, the School should be actively considering the risks posed to all their pupils and students, and put adequate measures in place to protect them and keep them safe.

The DSL (or a DDSL) should ensure they are engaging with local authority children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the School approach to supporting and protecting their pupils and students and updating their own risk assessment. School transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident. The School, as part of its risk assessment, should consider any additional potential support needed to keep all the children safe.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors inside and outside of the School, inside and outside of home and online. All staff, but especially the DSL and DDSLs, should consider the context within which such incidents and/or behaviours occur. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect, and ensures that children can be offered help and protection at an early stage. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Eating Disorders, Self-Harm, Depression, Psychiatric Concerns

A pupil may admit to an eating disorder, harming themselves, patterns of feelings and behaviours which suggest depression or psychiatric concerns. Do not collude with the pupil in allowing self-destructive behaviour to continue unheeded once it has been disclosed or admitted. Pupils should be encouraged to talk to their parents and to seek the appropriate help from health professionals. Members of staff, including the School Counsellors and School Nurses, are expected to forward relevant information to the DSL or DDSLs.



If the pupil is below Sixth Form age and is unable to talk with their parents then in consultation with the pupil, the School will make contact on their behalf. The decision about the best person to contact parents will be made in discussion between the person to whom the disclosure has been made and the DSL or DDSLs. This could be the DSL, DDSLs, relevant Head of Year, or the Head of School.

Sixth Form Pupils

Clifton High School has a duty of care to safeguard all pupils on roll including those who reach the age of 18 and become legally adults.

- Sixth Form pupils can be encouraged to take on responsibility for managing their health and wellbeing, but their parents will consider staff have a responsibility to them also - always encourage the pupil to talk to their parents
- There may be times when concerns for the pupil's physical or mental well-being mean that the parents must be contacted. It is good practice to tell the pupil first to ensure that they understand why
- Remember that staff are not responsible for solving a pupil's personal problems

Sexual matters

Any disclosures of a sexual nature made by a pupil should be treated as highly confidential and should not under any circumstances become the matter of general discussion amongst staff.

If a pupil under the age of 14 discloses that they are engaged in a sexual relationship, there are immediate concerns about the possibility of child abuse. Refer to Allegations of Harm arising from Underage Sexual Activity in [Appendix 5 - Allegations](#).

A pupil over the age of 14 who is considered intellectually competent is entitled to confidential contraceptive treatment from a health professional and to have confidentiality about disclosures of sexual activities respected by the school, as long as there are no concerns about potential child abuse. Since the age of consent is 16, the law is ambiguous on this issue but suggests that no action would be taken unless the partner is considerably older than the pupil, e.g. in their early to mid-twenties (usually if there is a five year age gap or more) or if any kind of coercion was suspected, in which case child protection concerns would be raised. If a member of staff is told that a pupil over the age of 14 but under the age of 16 is having or intends to have a sexual relationship, they should encourage the pupil to talk with their parents; check that child protection issues are addressed; and ensure that the pupil has the necessary information about contraception and where to access contraception services.

If a pupil over the age of 16 confides that they are engaged in a sexual relationship, the member of staff should ensure that the pupil has the necessary information about contraception and where to access contraception services.



The Head of School does not need to be informed about disclosures of sexual activity. It would be appropriate for any concerns about a pupil to be discussed in confidence with the DSL, DDSL, Head of Year or Form Tutor, or with the School Nurse.

- Always remember that if the pupil is below 14, disclosures of sexual activity may in fact be disclosures of sexual abuse.
- Pupil's over the age of 14 are entitled to confidentiality about their sexual activities unless there is fear that there is an abusive element
- If asked directly, information, but not advice, on contraception may be given to a pupil regardless of their age.

Pregnancy

- If the pupil is under 14, it will be the DSL or Head of School's responsibility to talk directly to the parents.
- If the pupil is 14-16, and is considered intellectually competent, the DSL or a DDSL will urge them to talk to their parents, or offer to do so for them. If the pupil refuses this offer and refuses to tell the parents, the Head of School will alert the parents that there are real concerns, while protecting the pupil's confidentiality, and continue the efforts to persuade them to talk to their parents.
- If the pupil is 17 or over, they are entitled to have the confidences respected but the DSL or DDSL will do all that is possible to encourage them to involve their parents in seeking appropriate medical support and advice.
- Boys are also supported in the same way as above should they have concerns about their involvement in a possible pregnancy.

While the School will always wish to remain supportive and compassionate, it is not the school's responsibility to seek the necessary medical advice or make decisions on behalf of the family in such a situation.

Role of the Council of Governors

Clifton High School Council of Governors observe complete confidentiality when asked to do so by the Council of Governors, especially in relation to matters concerning individual staff, pupils or parents. Decisions reached at Council meetings are recorded in the minutes with those of a confidential nature kept separately and secure. The Council of Governors exercise the highest degree of prudence when discussions of sensitive issues arise outside the Council of Governors.

All members of Staff are provided with a copy of KCSIE 2023 Part 1 and Annex B and must sign to say that they have read and understood its contents. However, the school recognises that



additional supported interpretation or face-to-face training is appropriate for some specifically identified staff.

Additional information on confidentiality and information sharing is available at [Safeguarding Practitioners Information Sharing Advice](#) and [NSPCC: Information sharing and confidentiality for practitioners](#) guidance.

Further information on guidelines to help with balancing children's rights along with safeguarding responsibilities can be found - [Gillick competency Fraser guidelines](#).

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Appendix 5 – Allegations

It is essential that any allegation of abuse made against a member of staff, visitor or volunteer in an education setting is dealt with fairly, quickly and consistently, in a way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.

Clifton High School has procedures for dealing with an allegation made against a member of staff, visitor or volunteer that aim to strike a balance between the need to protect the pupil from abuse and the need to protect staff, visitors and volunteers from false or unfounded allegations. All allegations against any member of staff, visitor or volunteers will be treated according to School policy.

Contacting the LADO

Each local authority has a LADO. Where the person, against whom the allegation has been made, lives determines which LADO is contacted.

Bristol - Nicola Laird - 0117 9037795 - childprotection@bristol.gov.uk
Bath and North East Somerset - Mel Argles - 01225 396810 - Melanie_Argles@BATHNES.GOV.UK
North Somerset - Julie Bishop - 01275 888211 - Julie.bishop-hss@n-somerset.gov.uk
South Gloucestershire - Tina Wilson - 01454 868508 - lado@southglos.gov.uk

If an allegation is made against anyone working with children in the School, before contacting the LADO, the School will conduct a basic enquiry in line with local procedures. To establish the facts in order to determine whether there appears to be any foundation to the allegation. The School should not undertake their own investigation of the allegation/s without prior consultation with the Local Authority 'Designated Officer' (LADO) or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the LADO on a no-names basis. Refer to <https://bristolsafeguarding.org/children/lado-concerns-about-professionals/>

When dealing with allegations about a staff member the School will apply common sense and judgment, deal with allegations quickly, fairly and consistently and will provide effective protection for the child and support the person subject to the allegation.

1. Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head of School. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head of School is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head of School is the subject of the allegation or



concern, the Head of School must not be informed of the allegation prior to contact with the Chair of Governors and LADO. However, staff may consider discussing any concerns with the DSL and make any referral via them.

2. The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the case manager should contact children's social care and as appropriate the Police immediately). All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care. The DSL (or DDSL) is responsible for ensuring the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of KCSIE 2023.
3. If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or local authority children's social care will be convened in accordance with the statutory guidance [Working Together to Safeguard Children](#). If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other School staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
4. Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the DSL (or DDSL) and make a risk assessment of the situation. It may be necessary for the DSL to make a referral to local authority children's social care.
5. When to inform the individual, who is the subject of the allegation will be considered on a case-by-case basis and with guidance from the LADO, and if appropriate, the police and/or children's social care. Subject to any objection, the case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
6. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether



alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the case manager before suspending a member of staff:

- redeployment within the School so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the School so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment and parents have been consulted

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation.

Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the LADO, WT and KCSIE 2023 when making a decision about suspension (including with respect to considering alternatives). Where the individual is suspended, the case manager will confirm the decision within one working day and will ensure they know who their point of contact is in the School and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

7. Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the School. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.
8. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.



9. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
10. Reviews are conducted at fortnightly intervals, depending on the complexity of the case. The first review will take place no later than two weeks after the initial assessment and subsequent review dates will be set at the review meeting.
11. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service and/or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
12. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The School will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.



Where initial discussions lead to no further action, the case manager and the designated officer should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE 2023 and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA"). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the School's behaviour policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

Arrangements for dealing with safeguarding concerns or allegations of abuse about supply teachers and contracted staff

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead, but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, police and/or children's social care.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information



sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Arrangements for dealing with low level concerns or allegations (i.e. that do not meet the harms test) about teachers and other staff (including the Head of School, Council of Governors, supply staff, volunteers and contractors).

A low-level concern is any concern that an adult working in or on behalf of the school or college may have acted in a way that:

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

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff.

The School's Staff Professional Code of Conduct Policy can be found on the Policy section of SharePoint. The aim of the Staff Professional Code of Conduct is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. All staff are expected to comply with the standards contained within this Staff Professional Code of Conduct at all times.



Staff must share all concerns with the Head of School without delay so that it can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner. **Where a low-level concern is raised about the Head of School, it should be referred to the Chair of Council of Governors .**

Staff are also encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

If a concern is raised by a third party, the Head of School will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses. The concern will be recorded in accordance with this policy, in the usual way.

The School will address unprofessional behaviour at an early stage and will support the individual to correct it.

All low-level concerns will be recorded in writing. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained for 10 years or until the individual has left employment, whichever is longer.

Low-level concerns will not be included in references unless they have been substantiated and meet the harm threshold or they relate to issues which would normally be disclosed, for example, misconduct or poor performance. Refer to the *Low Level Concerns policy*.

The School will also reflect on reported concerns in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or modified policies. Where a pattern is identified, the School will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will follow the above procedure and refer the matter to the designated officer.

Where a low-level concern relates to a person employed by a supply agency or a contractor, the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.



Supporting those involved

Parents of a pupil involved should be told about the allegation as soon as possible, if they do not already know of it. They should be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution.

NB. The deliberations of a disciplinary hearing, and the information considered in reaching a decision, cannot normally be disclosed, but the parents of the pupils should be told the outcome.

In cases where a pupil may have suffered significant harm, or there may be a criminal prosecution, Children's Social Care, or the Police (as appropriate), should consider what support the pupil involved may need.

The School will also keep the person who is the subject of the allegations informed of the progress of the case and consider what other support is appropriate for the individual. If the person is suspended, the School will also keep the individual informed about developments at School on a weekly basis as a minimum. If the person is a member of a union or professional association, they will be advised to contact that body at the outset.

Confidentiality

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Police will not normally provide any information to the Press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the Police might depart from that rule, e.g., an appeal to trace a suspect, the reasons should be documented, and partner agencies consulted beforehand. The system of self-regulation, overseen by the Press Complaints Commission, also provides safeguards against the publication of inaccurate or misleading information.

Resignations and "Settlement agreements"

The fact that a person tenders their resignation, or ceases to provide their services, must not prevent an allegation being followed up in accordance with these procedures.

It is important that every effort be made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children including any in which the person concerned refuses to co-operate with the process. Wherever possible the person should be given a full opportunity to answer the allegation and make representations about it, but the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be regarded as substantiated based on all the information available should continue even if that cannot be done or the person does not co-operate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's



period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

For the same reason so-called 'settlement agreements' should not be used in these cases. These are agreements where a person agrees to resign, the School agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference. In any event, such an agreement will not prevent a thorough Police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to DBS where required. Refer to KCSIE 2023.

Case subject to Police investigation

If a criminal investigation is required, the Police will aim to complete their enquiries as quickly as possible consistent with a fair and thorough investigation and will keep the progress of the case under review. They should at the outset set a target date for reviewing progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to proceed with the investigation, charge the individual with an offence, or close the case. Wherever possible that review should take place no later than four weeks after the initial action meeting and if the decision is to continue to investigate the allegation dates for subsequent review should be set at that point. (It is open to the Police to consult the CPS about the evidence that will need to be obtained in order to charge a person with an offence at any stage).

If the Police and/or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, the Police should wherever possible aim to pass all information they have which may be relevant to a disciplinary case to the Head of School ideally within 3 working days of the decision. Timescales may change if the matter occurs in the School Holidays. In those circumstances, the Head of School and the LADO should proceed as described above. In any case, in which Children's Social Care has undertaken enquiries to determine whether the child or children need protection, any information obtained during those enquiries that is relevant to a disciplinary case should also be passed to the School. If the person is convicted of an offence, the Police should also inform the employer straight away so that appropriate action can be taken.

Arrangements for dealing with safeguarding concerns or allegations of child-on-child abuse:

An allegation against a pupil or pupils in the school that is of an abusive nature is generally referred to as child-on-child abuse. This can include (but is not limited to) physical abuse, emotional abuse, sexual violence, sexual harassment, sexting (youth-produced sexual imagery), initiation/hazing type violence and rituals.

Examples of child-on-child abuse could include

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- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Blackmail or extortion
- Threats and intimidation
- Sexual harassment - sexual comments, sexual 'jokes', inappropriate physical behaviour and including online behaviours - forcing others to watch pornography, sexting, sexualised online bullying, unwanted sexual comments and messages
- Sexual exploitation - Encouraging other children to engage in inappropriate sexual behaviour (e.g. having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight), Photographing or videoing other children performing indecent acts
- Sexual violence - rape, assault by penetration, sexual assault
- Initiations/Hazing - any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

Refer to Child-on-Child Abuse Policy.

Prevention

Clifton High School will minimise the risk of child-on-child abuse by:

- Making known to pupils the forms of child-on-child abuse by providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Making it clear to all pupils that all forms of child-on-child abuse are unacceptable and will not be tolerated or passed as mere 'banter' or 'having a laugh'
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Providing targeted work for pupils identified as being a potential risk to other pupils
- Making all staff aware of the forms of child-on-child abuse, that it is unacceptable and not to be tolerated
- Ensuring all staff are trained to know the actions needed to be taken should they be required to deal with any form of child-on-child abuse including all examples listed above

Principles

- Where an allegation is made regarding alleged abuse perpetrated by a pupil, the age and understanding of the alleged pupil should be considered throughout the decision making



- The circumstances of the alleged pupil should be assessed separately from those of the alleged victim and should include exploration of why this behaviour has occurred
- The focus of involvement with the alleged pupil and their family, will be both to determine risks to and from the pupil concerned within the parameters of the Children Act 2004, and to manage the allegations against them within the criminal justice framework
- Pupils who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way, which meets their needs as well as protecting others

It will be considered, when dealing with such allegations, that there is significant research evidence to suggest that children, who behave in a sexually inappropriate and/or aggressive way towards other children, are often victims of abuse themselves.

Action

- When a pupil makes an allegation against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed immediately
- The pupils involved should be kept separate and have their mobile phones removed from their person throughout the school day to avoid collusion or intimidation
- Staff should not talk to the pupil about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place
- Staff should keep a detailed log of actions, discussions, and decisions in the same way as when recording a disclosure, recording it as an incident on CPOMS selecting Child Protection as the incident category.
- All allegations of child abuse made concerning an alleged pupil who is under 18 years will be referred to Children's Social Care
- If the allegation indicates that a potential criminal offence has taken place, the Police will become involved
- Parents, of both the alleged pupil and the alleged victim, should be informed and kept updated on the progress of the referral
- It may be appropriate to suspend the pupil being complained about for a period of time. Procedures outlined in the Behaviour Policy

If the assessment concludes that the allegations made can be substantiated, the pupils should not necessarily be expected to continue their education in contact with each other. The views and wishes of the pupil who has been abused and their parents should be appropriately considered in the decision-making.

Where neither social services nor the Police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.



In situations where the school considers a safeguarding risk is present, a risk assessment should be completed.

Allegations of Harm arising from Underage Sexual Activity

A pupil under 14 is not legally capable of consenting to sexual activity. Any offence under the Sexual Offences Act 2003 involving a pupil under 14 is very serious and will be taken to indicate a risk of significant harm to the pupil. Cases involving a pupil under the age of 14 will be reported to Children's Social Care and will be fully documented including detailed reasons where a decision is taken not to share information.

Sexual activity with a pupil under 16 is also an offence. Where it is consensual it may be less serious than if the pupil were under 14 but may nevertheless have serious consequences for the welfare of the pupil. Consideration will be given in every case of sexual activity involving a pupil aged 14 or 15 as to whether a referral should be made to Children's Social Care. First Response or Families in Focus should make this assessment. All cases will be carefully documented including where a decision is taken not to share information.

Sexual activity involving a 16 or 17-year-old, though unlikely to involve an offence, may still involve harm or the risk of harm. Staff should still bear in mind the considerations and processes outlined in the above guidance in assessing the risk and should share information as appropriate. It is an offence for a person to have a sexual relationship with a 16 or 17-year-old if they hold a position of trust or authority in relation to them.

Pupils who are 18 or over are still part of the school community and staff should always maintain professional boundaries. *Refer to the Behaviour Policy and the Positive Handling and the Use of Reasonable Force Policy.* Even after a pupil has left school, staff should be mindful of these boundaries with respect to their own welfare and reputation within the school community.

Record Keeping

Details of allegations, which following an investigation are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, i.e. substantiated, unfounded and unsubstantiated allegations it is important that the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, decisions reached and the outcome i.e. substantiated, unfounded or unsubstantiated;



- a copy provided to the person concerned, where agreed by local authority children's social care or the police; and
- a declaration on whether the information will be referred to in any future reference.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

Learning lessons

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the School's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

Appendix 6 - Safeguarding Team Contact Details

Role	Name	Phone	Email
Designated Safeguarding Lead (DSL)	Mr C Collins	01179730201	ccollins@cliftonhigh.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Ms A Taylor <i>Senior School</i>	07458301410	ataylor@cliftonhigh.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Miss C Mulholland, <i>Early Years Foundation Stage (EYFS)</i>	01179730201	cmulholland@cliftonhigh.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Dr M Caddy <i>Infant & Junior School</i>	01179730201	mcaddy@cliftonhigh.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Mrs L Bailey <i>Wellbeing and Mental Health Lead</i>	01179730201	lbailey1@cliftonhigh.co.uk
Acting Head of School	Mr L Goodman	01179730201	head@cliftonhigh.co.uk
Chair of Council of Governors	Mr J Caddy		jcaddy@cliftonhigh.co.uk
Designated Member of Council with responsibility for Child Protection and Safeguarding	Mrs H Vaughan		hvaughan@cliftonhigh.co.uk
Designated Member of Council with responsibility for Child Protection and Safeguarding	Mrs J Morrison		jmorrison@cliftonhigh.co.uk
Designated Member of Council with responsibility for Child	Dr J Jenkins		jjenkins@cliftonhigh.co.uk



Clifton High School

Protection and Safeguarding			
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