



CHOSEN HILL SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

Designated Safeguarding Lead (DSL): Jonathan Bardgett, DHT

Deputy Designated Safeguarding Lead (DDSL): Karen Chodera, AHT

Deputy Designated Safeguarding Lead (DDSL): Maureen Shearman, Student & Families Welfare Officer (SFWO)

Education Welfare Officer (EWO): Helen Davis

Designated Governor Responsible for Child Protection: Lara Hudson

Date approved: October 2021

Date for review: October 2022

Governor Committee: Community and Resources

CONTENTS

- 1. POLICY CONSULTATION**
- 2. INTRODUCTION**
- 3. ROLES AND RESPONSIBILITIES**
- 4. COVID-19**
- 5. ETHOS – KEEPING CHILDREN SAFE IN EDUCATION**
- 6. SPECIFIC RISKS FOR STUDENTS WITH ADDITIONAL NEEDS**
- 7. PHYSICAL INTERVENTION**
- 8. TRAINING & INDUCTION**
- 9. SUPPORTING STAFF**
- 10. SAFE WORKING PRACTICE**
- 11. EARLY HELP PROVISION**
- 12. CONFIDENTIALITY**
- 13. RECORD KEEPING**
- 14. WORKING WITH OTHER AGENCIES**
- 15. ALLEGATIONS AGAINST MEMBERS OF STAFF (INCLUDING AGENCY STAFF)**
- 16. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS**
- 17. MENTAL HEALTH AND WELLBEING**
- 18. ANTI-BULLYING**
- 19. RACIST INCIDENTS**
- 20. PREVENTION**
- 21. PREVENT DUTY**
- 22. FEMALE GENITAL MUTILATION**
- 23. CHILD SEXUAL EXPLOITATION**
- 24. CHILD CRIMINAL EXPLOITATION**
- 25. COUNTY LINES**
- 26. PEER ON PEER ABUSE/ CHILD ON CHILD ABUSE**
- 27. SEXUAL VIOLENCE AND SEXUAL HARASSMENT**
- 28. HONOUR BASED ABUSE**
- 29. HOMELESSNESS**
- 30. GLOUCESTERSHIRE ENCOMPASS COMMITMENT**
- 31. LOCAL CIRCUMSTANCES**
- 32. HEALTH AND SAFETY**
- 33. MONITORING AND EVALUATION**
- 34. CROSS-REFERENCE TO OTHER SCHOOL POLICIES**
- 35. POLICY REVIEW**

1. POLICY CONSULTATION

This policy is available on the school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (2021).

2. INTRODUCTION

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has an important role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All school staff have a responsibility to provide a safe environment in which children can learn. This means that they should consider, at all times, what is in the best interests of the child." (Keeping Children Safe in Education, 2021).

The school takes a zero tolerance approach to all safeguarding and child protection duties. All staff should adopt the role of professional curiosity and all times and assume that "this could happen at Chosen Hill School."

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications:

- 'Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000,
- 'What to do if You are Worried a Child is Being Abused' 2003
- 'Safeguarding Children and Safer Recruitment in Education 2007
- 'Allegations of Abuse made Against Teachers and Other Staff' 2012

This policy has been updated to reflect the following guidance and legislation:

- Working Together – Gloucestershire's multi-agency arrangements to safeguard children, April 2019
- 'Working Together to Safeguard Children', DfE 2018
- 'What to do if you're worried a child is being abused: Advice for practitioners', DfE 2015
- 'The Prevent Duty Departmental advice for schools and childcare providers', DfE 2015
- 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings', DfE 2015
- 'Information Sharing: Advice for practitioners', DfE 2015
- 'The Prevent duty: Departmental advice for schools and childcare providers', DfE 2015
- 'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office 2015
- 'Keeping Children Safe in Education', DfE 2021
- 'Definition and Guide for Practitioners Child Sexual Exploitation, DfE 2017
- 'NSPCC Guidance Sexual Violence Harassment for Schools', May 2018
- 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges', DfE 2021
- 'Ofsted Review of Sexual Abuse in Schools and Colleges', 10 June 2021

Note: KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021

Policy Aims:

- To ensure that all systems and procedures "operate with the best interests of the child at heart";
- To support the child's development in ways that will foster security, confidence and independence;
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to;

- To raise the awareness of all staff of their duty to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and we ensure we, the school, contribute to assessments of need and support packages for those students;
- To emphasise the need for good levels of communication between all members of staff;
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- To develop and promote effective working relationships with other agencies, especially the Police; Social Care; CYPS; Families First and their commissioned services
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability through safer recruitment, including verification of their identity, qualifications and a satisfactory DBS check (according to guidance) and a central record is kept for audit.
- To ensure that all staff working within our school who have substantial access to children receive all relevant statutory Safeguarding/Child Protection/Prevent training and testing and designated staff receive relevant enhanced training.

Child Protection is the responsibility of all school staff. The school will therefore:

- Ensure the school has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) at a senior level who has received appropriate training and support for the role and other designated staff with appropriate training.
- Upon appointment the DSL and DDSL will undertake L3 interagency training, 'new to role' training and an 'update' course every two years.
- Appoint a nominated governor responsible for safeguarding children.
- Ensure that the nominated governor and all staff receive safeguarding training as appropriate which is regularly updated. Training will ensure that all staff have up to date knowledge of safeguarding issues, including Prevent, Child Sexual Exploitation and Female Genital Mutilation. Training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.
- All staff new to the school will have a child protection/safeguarding training session as part of their induction programme which includes online safety training. At the start of each academic year all staff will be reminded of the safeguarding policy and guidelines to be followed including online safety. The DSL will keep a log of training of all designated staff and ensure it is up to date and in line with guidelines.
- Ensure every member of staff, volunteer and governor knows the name of the DSL, DDSL and CPL. Names and photos of these and all safeguarding lead staff will be on display in reception for visitors and around the school. The DSL has a clear job description, which is shared with new staff during induction.
- Establish and maintain a safeguarding culture where good practice becomes second nature and all stakeholders are aware of safeguarding up-to-date information and guidance, of the importance of taking all concerns seriously and the procedures in place recording them promptly.
- Establish and maintain a safe environment where students feel secure, are encouraged to talk, and are listened to.
- Ensure students know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the CPSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse.
- Chosen Hill fully recognises its responsibilities for keeping children safe. We are aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school. Our policy applies to all staff, governors and volunteers working in the school. Staff are trained to know the signs of abuse and what to look for. The school will ensure that all staff and volunteers understand their responsibilities in being alert to signs of abuse and responsibility for

referring any concerns to one of the designated staff responsible for safeguarding children. All staff should be prepared to identify students who may benefit from early help. Staff will be asked to sign to state that they have read and understood the safeguarding policy.

- Safeguarding concerns about adults in the school should be communicated to the Headteacher (see allegations against members of staff.)
- Safeguarding concerns about the Headteacher in the school should be communicated to the Chair of Governors (see allegations against members of staff.)
- All staff may raise concerns with the Gloucestershire Safeguarding Children Partnership (GSCP). If they think that a young person is at immediate risk of significant harm they can
 - contact the GSCP Children’s Helpdesk on 01452 426565 (Option 1).
 - discuss a concern with a Qualified Social Worker, by calling 01452 426565 (Option 3).
 - alternatively, the NSPCC have a whistle blowing advice line for professionals who have concerns over how child protection issues that are being handled in either their or another organisation: call 0800 028 0285 or email help@nspcc.org.uk
 - In the rare event that a concern cannot be passed on to the DSL, DDSL, CPL or another member of the safeguarding team, all staff can raise a Multi-Agency Referral Form (MARF) for the Front Door for Children’s Services using the web address www.gscb.org.uk Or <https://www.gloucestershire.gov.uk/gscp/>
- The school will support our staff to improve their qualification levels where possible.
- Ensure that the safeguarding policy is available on the school website and a written copy available on request from parents
- Develop effective links with relevant agencies and cooperate as required with their enquiries, ensuring that staff attend case conferences, core groups and other multi-agency planning meetings, contribute to assessments and provide a report which has been shared with the parents.
- Notify the Attendance Administrator who will notify the Safeguarding team if there is an unexplained absence on the same day of a student who is subject to a child in need plan (CIN) or child protection plan (CP). The attendance of students subject to a CIN and CP plan is checked daily and contact with home is made by phone or in person if no information has been received to explain an absence.
- Keep written records of concerns about children, even when there is no need to refer the matter immediately.
- Ensure all records are kept securely. Ensuring all such records are kept confidentially and securely and separately from student records up to ten years and are copied on to the child’s next school or college.
- Ensure that an indication of the existence of the additional file is marked on the student records.
- Share records relating to Child Protection on a ‘need to know’ basis only.
- Recognise that students with SEND can face additional safeguarding challenges.

There are 5 main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with students;
- Raising awareness of child protection issues and equipping students with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse and identifying children in need of extra help or at risk of significant harm;
- Supporting students who have been abused in accordance with his/her child protection plan’
- Establishing a safe environment in which children can learn and develop.

3. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of students have a responsibility to safeguard and promote the students’ welfare. There are, however, key people within the school and the local authority who have specific

responsibilities under child protection procedures. The names of those carrying responsibilities for the current year are listed on the safeguarding contact in the appendices of this document.

The role of the nominated governor for child protection is to ensure that the school has an effective policy, that locally agreed procedures are in place, and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

It is the role of the governing body and the school leadership team to ensure that the designated child protection teachers are properly supported to carry out this task and that they are given time to fulfil their duties that their role demands.

Governors and school leaders are responsible for ensuring that all systems operate with the best interests of the student at heart, that there is a zero-tolerance approach to harm, or suspected harm, and that all staff take the view that it can happen in all settings.

The school emphasises that with the defined roles and responsibilities understood, all staff, whatever their role, may raise safeguarding concerns directly with Children's Social Care Service or by taking advice from the Local Authority Designated Office at the Gloucestershire Safeguarding Children Partnership.

Governor Responsibilities

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Safeguarding and Child Protection Policy together with a Code of Conduct which details the School's expectations on staff behaviour
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- The school and Headteacher have procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- A senior leader is named as the Designated Safeguarding Lead (DSL). The named DSL is the Deputy Headteacher who is a member of the Senior Leadership Team. A number of other staff have completed the relevant training and are named on the Safeguarding Overview contact list. All DSLs have undertaken the 'DSL new to role' and an 'update' course every 2 years.
- All other staff have Safeguarding training updated every 3 years and annually through internal briefing sessions which include online safety training.
- Any weaknesses in Child Protection are remedied immediately as a standing item on the fortnightly Safeguarding team agenda and logged "Lessons Learnt" reports for individual concerns are reviewed once a term through "My Concern"
- The Chair of Governors is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection policies and procedures are reviewed annually and that the Safeguarding and Child Protection Policy is available on the school website. The Safeguarding and Child Protection Policy and other related, relevant guidance is available on the VLE under the Leadership JB tab.
- The Governing Body considers how children may be taught about safeguarding. This is part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (CPSHE) and/or for maintained schools through Relationship and Sex Education (RSE).
- That enhanced DBS checks are in place for all Governors,

- The staff who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training, either online via the DfE website or through the Local Authority, which will be renewed every 5 years.
- All members of staff and volunteers are trained on child protection awareness at induction, and have to sign that they have read the information.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- All other staff and governors, have child protection awareness training through briefing sessions, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a student who discloses abuse through delivery of the Awareness Raising training.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and details in the School Prospectus. Parents can obtain a copy of the school's Safeguarding and Child Protection Policy from the School's website or on request.
- Our Lettings Protocol seeks to ensure the suitability of adults working with children on school sites at any time.
- Community users organised activities for children are made aware of the school's child protection guidelines and procedures.
- Governors will ensure that Safeguarding and child protection concerns or allegations against adults working the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

Governor and Senior Leadership Team Responsibilities

The governing body and school leadership team are responsible for ensuring that the school follows safe recruitment practices, including:

- Ensuring the Headteacher, other staff responsible for recruitment and one member of the governing body completes safer recruitment training;
- Ensuring the upkeep of a single central record of all staff and regular volunteers in accordance with government guidance.

Designation of Safeguarding Lead Responsibilities

The Deputy Headteacher has overall Designated Safeguarding Lead oversight responsibilities. The SFWO, who is line managed by the Deputy Headteacher, undertakes operational safeguarding actions in response to safeguarding issues at the school in consultation with the Deputy Headteacher and other appropriately trained members of the Senior Leadership Team determined on a case by case basis.

The DSL supported operationally by the DDSLs, SFWO and Safeguarding Leads is responsible for:

- Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)
- Keeping records of concerns through 'My Concern' about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from student records

- Liaising with other agencies and professionals
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any student currently with a child protection plan who is absent in the educational setting without explanation for same day is referred to their key worker's Social Care Team.
- Organising child protection induction and update training every 3 years for all school staff in conjunction with the SLT Administrator and annual 'Keeping Children Safe' refresher training including online safety refresher training.
- In discussion with the Headteacher, producing an annual report for the Governing Body via the Child Protection Governor, detailing any changes to the policy and procedures; training undertaken by the DSL, designated senior team members and SFWO and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).
- All other staff and the nominated governor will be offered an appropriate level of training and must undergo refresher training every three years.
- To be responsible for completing the annual S175 audit alongside the Headteacher and Child protection governor.

4. COVID-19

Keeping Children Safe in Education (KCSIE) is the statutory safeguarding guidance that the school has continued to abide by throughout the COVID-19 pandemic. Whilst acknowledging the pressures Chosen Hill School faces it remains essential the school continues to be a safe place for all students. COVID-19 is here to stay, at least for the mid-term.

The way the school is operating in response to Coronavirus continues to be different to business as usual accepting that some of the significant measures e.g. bubbles have been removed. However the nature of this pandemic is unpredictable and therefore the school will maintain an Appendix A in the background, if this is necessary to implement during the Autumn 2021 or Spring term 2022.

However, a number of important safeguarding principles remain the same:

- the best interests of children must always continue to come first;
- if anyone in a school has a safeguarding concern about any child they should continue to act and act immediately following the understood safeguarding referral procedures;
- a DSL or DDSL will be available;
- it is essential that *unsuitable people are not allowed to enter the children's workforce and/or gain access to children;
- children should continue to be protected when they are online.

* As recognised through safer recruitment process.

The school has amended the Safeguarding and Child Protection Policy in relation to the changes to "Keeping Children Safe in Education (KCSIE) 2021" and the current statutory guidance in relation to the COVID-19 pandemic. As a consequence, this ensures that any amended or new policies and processes in response to coronavirus are not weakening the school's approach to safeguarding or undermining the Safeguarding and Child Protection Policy.

The school's Safeguarding and Child Protection Policy remains in place, reflecting business as usual. With the return of students on 3rd September 2021 there will be further consideration, training (where relevant) and information sharing to:

- reflect that staff, agency staff and volunteers must operate a heightened awareness of signs and indicators relating to any safeguarding or child protection concern that may have been unidentified during the extend period of "lockdown";
- reflect that staff, agency staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures or during the summer holiday;
- what staff, agency staff and volunteers should do if they have any concerns about a child, including new concerns where children are returning;
- the continued importance of all staff, agency staff and volunteers acting and acting immediately on any safeguarding concerns, including new concerns where children are returning;
- reflect the importance of ensuring relevant safeguarding and welfare information held on all children (including returning children) remains accurate. The schools will be doing all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns;
- what staff, agency staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children;
- what arrangements are in place to keep children not physically attending the school safe, especially online and how concerns about these children should be progressed;
- cascade any updated advice received from the local safeguarding partners;
- cascade any updated advice received from local authorities regarding children with Education, Health and Care Plans (EHCP), the Local Authority Designated Officer (LADO) and Children's Social Care, reporting mechanisms, referral thresholds and children in need;
- the continued importance for staff to work with and support children's social workers, the local authority Virtual School Headteacher for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners.

5. ETHOS – Keeping Children Safe in Education

Chosen Hill recognises the importance of creating an ethos within the school that will help students feel safe and confident that they will feel listened to. The school's safeguarding and child protection processes ensure continuous vigilance and maintain an environment that deters and prevents abuse and challenges inappropriate behaviour. There is a culture of openness, trust and transparency in which the school's values and expected behaviour is modelled and monitored by all staff.

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school, ensuring the content of the curriculum includes social and emotional aspects of learning;
- Ensuring that child protection is included in the curriculum to help children recognise when they don't feel safe and to identify who they should tell;
- The school Behaviour Policy which aims to support vulnerable students in the school. The school will ensure that students know that some behavior is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children' Social Care Service as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Reassuring victims that they are being taken seriously and that they will be reported and kept safe.
- Ensuring that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Maintaining systems so that children can confidentially report abuse and know their concerns are treated seriously.

6. SPECIFIC RISKS FOR CHILDREN WITH ADDITIONAL NEEDS INCLUDING DISABILITIES AND HEALTH CONDITIONS

Students with additional needs are 3.7 times more likely than other students to be abused or neglected. Sometimes this is because of high care needs, increased vulnerability or the range of other factors that affect other students. Parenting students with additional needs comes with additional stresses or challenges, which can heighten the potential for abuse or neglect, especially in the context of a society where there remains much prejudice and barriers to students with additional needs and their families. Similar factors affect young people experiencing mental health conditions. Professionals can sometimes miss signs of abuse due to the complexity of young people's needs, an acceptance of things being how they are, or allowing their recognition of the challenges facing parents to cloud their judgement leading to abuse or neglect being under-reported.

Students with additional needs including health conditions are at greater risk of abuse or neglect and the barriers to identifying and intervening are also higher. It is therefore important that staff at school maintain an open mind about what they are seeing, and maintain a professional curiosity. For example:

- not accepting that an injury is a result of the needs of the child, but instead consider what other causes there may be and what the evidence suggests;
- considering a behaviour such as self-harm as possibly being indicative of abuse;
- recognising the potential for fabricated or induced illness;
- It is important that there are also clear lines of communication between all involved in the student's care so that concerns can be discussed and referred as necessary.

7. PHYSICAL INTERVENTION

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the reasonable force necessary to prevent injury to another person (refer to Behaviour Policy – Positive Handling)
- Such events should be recorded and signed by a witness.

- Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- We ensure that safeguarding and welfare concerns are taken into account when restraint is used on children with SEND
- We recognise that touch is appropriate in the context of working with children, and all staff have been given the statutory guidance 'Keeping Children Safe in Education – Part One' as safe practice guidance to ensure they are clear about their professional boundary.

8. TRAINING & INDUCTION

When new staff join the school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one and Annex A of 'Keeping Children Safe in Education' and told who our Designated Safeguarding Lead (DSL) and Deputy DSL are. All staff must sign that they have read these key documents via the Staff Information Portal on the school VLE. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

Every new member of staff or volunteer will receive safeguarding training during their induction period within one week of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also have access to and receive on-line safety training as this is part of the overarching safeguarding approach of our school.

In addition to the safeguarding induction, the school will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education'. In order to achieve this the school will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis in accordance with Gloucestershire Safeguarding Children Board advice and the school will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings, safeguarding newsletter), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

All regular visitors, temporary staff and volunteers to our school will be given a set of the school's safeguarding procedures; they will be informed of whom the DSL and alternate staff members are and what the recording and reporting system is. Visitors, temporary staff & volunteers are given an 'Information for Visitors' leaflet that includes Safeguarding information.

The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will complete the SSS online DSL Level 3 training every three years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

The school actively encourages all staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of 'Keeping Children Safe in Education' (2018) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Gloucestershire Safeguarding Children Board at www.gcsb.org

9. SUPPORTING STAFF

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the School Counsellor and to seek further support as appropriate.

10. SAFE WORKING PRACTICE

Chosen Hill has developed a Guide for Staff that offers guidance to staff on the way they should behave when working with children. The guide is given to all new staff on induction and staff must sign a form to confirm they understand and agree the guide. Reference is also made in the Chosen Hill School Personnel Handbook and in the Effective Pastoral Support Handbook.

The level of DBS checks for all staff, Governors and Volunteers working directly with students is enhanced. The School's DBS protocol outlines the process followed and is available for all staff in the Personnel Handbook and Behaviour Management Policy.

11. EARLY HELP PROVISION

The school has developed a coordinated offer of 'Early Help' which responds to the learning from both local and national Serious Case Reviews. This offer is available to parents via the School website. The 'Early Help' offer includes all that the school does to provide help to students as soon as possible responses to and support for, but not limited to:

- faith abuse;
- gangs and youth violence;
- gender-based violence, including violence against women and girls and female genital mutilation;
- Mental Health;
- Private fostering;
- Radicalisation;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Teenage Relationship Abuse
- Trafficking
- 'Honour' based abuse
- Has a parent in prison (or is affected by parental offending)
- Abuse in intimate personal relationships between peers
- Sexual violence, harassment and up skirting
- Children persistently missing from education
- Certain health conditions
- Young Carers
- Sexual and criminal exploitation
- County Lines
- Bullying, including online bullying

12. CONFIDENTIALITY

We recognise that all matters relating to child protection are confidential.

- The Headteacher/ DSL and/or 'Safe' Pastoral Administrator will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that early information sharing is vital for the effective identification, assessment and allocation of appropriate service provision.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the LADO on this point.

13. RECORD KEEPING

Child Protection records are kept centrally and securely by the DSL and Student Family Welfare Officer. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. Safeguarding Concerns are recorded via the Sharepoint 'Safeguarding' link on the Safeguarding Referral Form or using 'My Concern', for staff who have permission to access this. Child protection records must not be made on management database (SIMS). Oversight of the 'My Concern' platform rests with the DSL/DDSL. Secure transfer of records is completed by the Safeguarding Administrator. Files are uploaded if received in hard copy.

14. WORKING WITH OTHER AGENCIES

Schools are not investigating agencies and it is essential that safeguarding issues are addressed through agreed procedures. However, schools continue to play a role after referral and need to develop strong links with partner agencies particularly social care.

Chosen Hill School recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

15. ALLEGATIONS AGAINST MEMBERS OF STAFF (INCLUDING AGENCY STAFF)

Chosen Hill School recognises that it is possible for staff, including agency staff and volunteers to behave in a manner that causes harm to children by:

- behaving in a way that has harmed a child or may harm a child;
- possibly committing a criminal offense against or related to a child;
- behaving towards a child or children in a way that indicates he or she may pose a risk of harm to children.

In addition, the school understands statutory guidance should also be followed where it is alleged that anyone working in the school has behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is understood as "transferable risk" where a member of staff, including agency staff is involved in an incident outside school/ college which did not involve children but could have an impact on their suitability to work with children.

The school takes any allegation made against members of staff, including agency staff or volunteers seriously. The local arrangements for managing allegations under the Gloucestershire County Council Safeguarding

Board (GCSB), Gloucestershire Safeguarding Children Partnership, including reporting concerns to the Local Authority Designated Officer (LADO) including those deemed as “transferable risk”, are understood by the Headteacher, Deputy Headteacher (DSL), Business Manager and Chair of Governors.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

If any member of staff has a concern about the behaviour or conduct of a member of staff or other adult they should raise it with the Headteacher and, in the Headteacher’s absence, the Deputy Headteacher.

If the concern is in relation to the Headteacher staff should contact the Chair of the Governing Body whose contact details are readily available to staff.

If it becomes necessary to consult outside the school, employees may wish to use the Council’s 24 hour ‘whistle-blowing’ answerphone service on Gloucester 01452 427052 to report a serious concern following the School’s Whistleblowing Policy.

Where the school is not the employer of the individual (such as supply teachers and volunteers) or where the concern is low level (such that it does not meet the threshold of harm) the school still has responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant agencies where applicable.

The school will likely take the lead on managing a response to an allegation concerning a supply teacher which should include liaising with the LADO and ensuring the employment agency is fully involved. The school will inform agencies of its process for managing allegations, keep them up-to-date with policy information and invite the agency’s HR manager or equivalent to meetings where relevant.

16. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school premises, the governing body through the business manager will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding students and child protection.

17. MENTAL HEALTH & WELLBEING

Staff are “well placed” to identify behaviour suggestive of a mental health problem or being at risk of developing one.

The school through information and training ensures all staff have an awareness of mental health problems as an indicator of abuse, neglect or exploitation. Staff understand the lasting impact of abuse, neglect and ACEs and impact on mental health, behaviour & education.

Where there is a safeguarding concern staff follow the school’s safeguarding referral procedures.

18. ANTI-BULLYING

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. All staff are aware that children with SEND and health

conditions and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse including peer-on-peer abuse. We keep a log of all known bullying incidents.

19. RACIST INCIDENTS

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a log of all racist incidents.

20. PREVENTION

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection "The school acts in the best interests of the child".

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/unstructured time
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

21. PREVENT DUTY

The school is aware of its statutory duty to protect students from extremism, radicalisation and terrorism, whilst ensuring the school provides an appropriate environment for healthy discussion about the issues raised in this area. Details of the school's approach are outlined in the school's Prevent Duty protocol.

22. FEMALE GENITAL MUTILATION

The school is aware of its duty under the 2003 legislation that it must report to the police any suspected cases of female genital mutilation to female students under the age of 18.

Call the police if there is a likely concern of harm or that an act of FGM appears to have been carried out on a girl under the age of 18 (teachers have a legal duty to report an apparent act of FGM on a girl under the age of 18).

23. CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) is a form of sexual abuse where children (under 18) are exploited. The exploitation can often involve young people being tricked or coerced into thinking they're in loving relationships or made to feel special by being treated as an adult and taken to clubs, bars and parties, given

alcohol or drugs to reduce their inhibitions before being coerced or forced into sexual activity with one, or often more, adults. Sexual abuse may involve physical contact and non-contact activities.

Any child may be at risk of sexual exploitation, regardless of their family background or other circumstances.

Sexual exploitation results in children suffering harm, and causes significant damage to their physical and mental health. It can also have profound and damaging consequences for the child's family. Parents and carers are often traumatised and under severe stress. Siblings can feel alienated and their self-esteem can be affected. Family members can themselves suffer serious threats of abuse, intimidation and assault at the hands of perpetrators.

There are strong links between children involved in sexual exploitation and other behaviours such as:

- Running away from home or care;
- Bullying;
- Self-harm
- Teenage pregnancy;
- Truancy;
- Substance misuse.

In addition, some children are particularly vulnerable, this includes:

- Children with special educational needs or disabilities or other health conditions;
- Those in residential or foster care and Young People who may be Homeless including Care Leavers;
- Migrant and Unaccompanied Asylum Seeking Children;
- Victims of forced marriage;
- Those involved in gangs;
- Sexual identity;
- Communication ability;
- Those with access to economic and other resources.

The school is aware of its statutory duty to protect students and be part of the prevention, protective and support processes. The school and staff are in a position of seeing students daily to be able to spot changes in appearance, behaviour and attitude; whilst also being able to teach and offer guidance around making good decisions or choices and helping to explore what positive relationships might look like. Parents also often turn to school for guidance on how to respond to situations.

Staff in school complete the SSS online training module on CSE. In addition, education for students about CSE is delivered through CPSHE. Further intervention and support for students and parents is provided by the SFWO and through the support of external agencies

24. CHILD CRIMINAL EXPLOITATION

Child Criminal Exploitation is where gangs target children to get them to carry out criminal activity. County line gangs get children to deliver drugs or money around the country by using intimidation, debt bondage, violence and/or grooming. Gangs utilise children because they are cheaper, more easily controlled and less likely to get picked up by the Police.

A child/young person receives 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature. Child criminal exploitation often occurs without the child's immediate

recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economical and/or emotional vulnerability.

The criminal exploitation of children includes a combination of:

- Pull factors: children performing tasks for others resulting in them gaining accommodation, food, gifts, status or a sense of safety, money or drugs; often the hook is through the perpetrator supplying Class B drugs such as cannabis to the child or young person;
- Push factors: children escaping from situations where their needs are neglected and there is exposure to unsafe individuals, where there is high family conflict or the absence of a primary attachment figure;
- Control: Brain washing, violence and threats of violence by those exploiting the child particularly when the child or young person is identified by the Police, they are expected to take full responsibility for the offences for which they are charged – i.e. possession and supply of illegal substances.

CCE is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for CCE can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given.

A child/young person's involvement in child criminal exploitation activity often leaves signs. A young person might exhibit these signs, either as a member or an associate of a gang or group dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them.

Some indicators are:

- Persistently going missing from school or home and/or being found out of area;
- Unexplained acquisition of money, clothes or mobile phones;
- Excessive receipt of texts/phone calls;
- Relationships with controlling/ older individuals or groups;
- Leaving home/care without explanation;
- Suspicion of physical assault/unexplained injuries;
- Parental concerns; and
- Carrying weapons.

25. COUNTY LINES

County lines is the police term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "dealing". This can happen locally as well as across the UK. It involves Child Criminal Exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

The school is aware of its duty, referencing 'Criminal Exploitation of children and vulnerable adults: County Lines guidance' and the statutory guidance, Keeping Children Safe in Education. September 2021 further staff training has been completed through the SSS Safeguarding training module "County Lines" in 2020-21.

26. PEER ON PEER ABUSE/ CHILD ON CHILD ABUSE

Children can abuse other children. This is generally referred to as peer on peer or child on child abuse and can take many forms. This can include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.

The school recognises that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported.

The school reduces the risk of peer-on-peer abuse happening by:

- Providing appropriate and regularly updated staff training;
- Challenging inappropriate behaviours;
- Providing a preventative curriculum programme;
- Responding to the changing context e.g. social groups in a particular year group and work with local partners;
- Seeking specialist support when necessary.

Further detail of this approach is outlined in section 27. SEXUAL VIOLENCE AND SEXUAL HARASSMENT

27. SEXUAL VIOLENCE AND SEXUAL HARASSMENT

The school takes a zero-tolerance approach to abuse and is aware of the importance of:

- making it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging physical behaviours (which are potentially criminal in nature), such as grabbing others body parts;
- understanding that sexual violence and sexual harassment can be driven by wider societal factors, such as everyday sexist stereotypes and language;
- understanding that children with Special Educational Needs and Disabilities (SEND) or health conditions can be especially vulnerable.

The school's approach to sexual violence and sexual harassment reflects and is part of the broader statutory and non-statutory approach to safeguarding. The school is aware of its statutory duty to protect students and be part of the prevention, protective, risk assessment and support processes.

The school has a statutory duty to safeguard and promote the welfare of all students which includes:

- consider the makeup of the student body, including the gender and age range, and whether additional support for children with protected characteristics (who are potentially at greater risk) is appropriate.
- consider what the school can do to foster healthy and respectful relationships between boys and girls including through Relationship and Sex Education (RSE) and Personal Social Health and Economic education (PSHE).
- ensure that the response to boy on boy and girl on girl sexual violence and sexual harassment is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex. The school takes all forms of sexual violence and harassment seriously and understands that behaviours sometimes considered to be 'low level' are treated seriously and should not be allowed to perpetuate. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.

Prevention

The school believes that learning about sexuality and relationships is a process and that will occur in both the school and home setting and in both formal and informal ways. However, relationships and sex education is much too important to be left to chance and, therefore, it must be part of a planned, coherent and relevant health education programme e.g. assemblies, CPSHE (RSE) lessons. Students will be taught relationship and sex education in mixed groups unless it is felt inappropriate to do so.

Protection

The school's initial response to an incident concerning a student or disclosure from a student and subsequent investigation is important. Staff will follow the school's safeguarding protocol and processes. It is essential that the victim(s) are reassured that they are being taken seriously and that they will be supported and kept safe. As part of the approach to sexual violence and sexual harassment, the school will consider carefully if external input into the investigation and/or support for a student is applicable.

Risk Assessment

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

The risk and needs assessment will consider:

- the victim
- the alleged perpetrator
- the other students (and, if appropriate, staff) at the school
- whether there may have been other victims

Risk assessments will be recorded (written or electronic) and kept under review. The DSL or ASDL will ensure they are engaging with 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

Support

Proportionality will be considered as a response and support will be tailored on a case-by-case basis. For example, the support required regarding a one-off incident of sexualised name-calling will be different from that for a report of sexual assault.

The needs and wishes of the victim will be paramount (along with protecting the student) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, will be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them. The victim will never be made to feel ashamed or they are the problem for making a report.

The school is aware of its duty, referencing the DfE (2017) and NSPCC Knowledge and Information Service (2018) - 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.'

Children sharing a classroom

The school follows guidance which includes advice on children sharing a classroom following a report of sexual violence, sexual harassment, and during a criminal investigation.

Following reports of rape and assault by penetration, while the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the guidance states that:

- the alleged perpetrator should be removed from any classes they share with the victim.
- The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately.

28. HONOUR BASED ABUSE

'Honour' Based Abuse is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Honour based abuse is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place.

Violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Women are predominantly (but not exclusively) the victims, which can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

Males can also be victims, sometimes as a consequence of their involvement in what is deemed to be an inappropriate relationship, if they are gay, or if they are believed to be supporting the victim.

Honour based abuse cuts across all cultures, nationalities, faith groups and communities, usually where a culture is heavily male dominated. Relatives, including females, may conspire, aid, abet or participate in honour based abuse, for what might seem a trivial transgression. It is the legal duty of teachers to report incidents to the police of FGM and forced marriages.

The school is aware of its duty under the guidance 'the statutory guidance, Keeping Children Safe in Education, September 2021.

29. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/ DDSLs are aware of contact details and referral routes in to the Local Housing Authority and will raise/ progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

In most cases the school will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children's services will be the lead agency for these young people and the DSL/ DDSLs will ensure appropriate referrals are made based on the child's circumstances.

30. GLOUCESTERSHIRE ENCOMPASS COMMITMENT

As part of Chosen Hill School's commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol;
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes;
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

31. LOCAL CIRCUMSTANCES

The school recognises its regional and local circumstances. Consequently, this creates safeguarding and child protection priorities where statutory responsibilities are required. These are:

- 'Off rolling' – parental advice of the removal of a student from the school roll (home education or application to another school) to avoid a permanent exclusion
- Elective Home Education
- Child Missing from Education
- Child Sexual Exploitation
- County Lines
- Operation Encompass

32. HEALTH AND SAFETY

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

33. MONITORING AND EVALUATION

Our Safeguarding and Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Senior Team link meetings with key post holders

34. CROSS-REFERENCE TO OTHER SCHOOL POLICIES

Chosen Hill School recognises that a number of other policies and procedures developed and operated by the school form part of the wider agenda of safeguarding and promoting children's welfare and this policy should be read in conjunction with the policies listed below:

- Anti-bullying policy
- Health and Safety policy
- Procedures for assessing risk i.e. school trips
- Safer recruitment protocol and practices
- Induction and Personnel Handbook for staff
- Behaviour policy
- Effective Pastoral Support Handbook
- SEND policy and procedures
- Child Protection Policy
- Prevent Duty protocol
- ESafety Protocol
- Equal Opportunities and Diversity Policy
- Peer-on-peer Abuse Information Leaflet for staff

35. POLICY REVIEW

The governing body is responsible for ensuring the annual review of this policy.

Appendices

Appendix A: CHOSEN HILL SCHOOL SAFEGUARDING POLICY IN RESPONSE TO COVID-19 CRISIS

Appendix B: SAFEGUARDING CAUSE FOR CONCERN OR DISCLOSURE FORM: A GUIDE FOR STAFF

Appendix C: 6R SAFEGUARDING PRINCIPLES

Appendix D: SAFEGUARDING CAUSE FOR CONCERN OR DISCLOSURE FORM

Appendix E: GUIDELINES TO COVER SITUATIONS POSING POTENTIAL RISK

We are retaining our temporary Covid 19 annex due to the possibility of further outbreak management.

Appendix A

CHOSEN HILL SCHOOL SAFEGUARDING POLICY IN RESPONSE TO COVID-19 CRISIS

Due to the frequent updating of statutory and non-statutory guidance this Appendix will be regularly reviewed and updated.

The school will maintain all procedures and information in the “Chosen Hill School Safeguarding Policy in Response to Covid-19 Crisis – Version 1” in the event of a further local escalation of the COVID-19 transmission and potential “Local Lockdown”.

This appendix should be read in conjunction with the following:

- Chosen Hill School Safeguarding and Child Protection Policy, June 2019
- Keeping Children Safe in Education, September 2020
- [DfE Coronavirus \(COVID-19\): Safeguarding in Schools, Colleges and other Providers](#) (please note: due to the frequent updating of statutory and non-statutory guidance this reference will be regularly reviewed and updated; first published - 27 March 2020; updated - no current update)

At all times - the safety and well-being of all Chosen Hill students must remain the highest priority, but balanced at the same time with the well-being and health of all staff. The school's Safeguarding and Child Protection Policy is fundamentally the same: children and young people always come first, staff should respond robustly to safeguarding concerns and contact the Safeguarding Team in line with the school's established safeguarding procedure.

CONTENTS

1. EFFECTIVE COVID-19 SAFEGUARDING RESPONSE
2. PURPOSE
3. VULNERABLE CHILDREN AND YOUNG PEOPLE
4. PROCEDURES FOR MANAGING CHILD CONCERNS
5. POTENTIAL ABSENCE OF DESIGNATED SAFEGUARDING LEAD/DEPUTY DSL
6. ONLINE SAFETY
7. INTERACTING WITH PUPILS ONLINE THAT ARE NOT PRESENT IN SCHOOL
8. INCREASED RISK
9. RISK ONLINE
10. PEER ON PEER ABUSE
11. CONCERNS ABOUT AN ADULT
12. SAFEGUARDING TRAINING
13. SAFER RECRUITMENT/VOLUNTEERS AND MOVEMENT OF STAFF
14. MONITORING ATTENDANCE
15. SUPPORTING CHILDREN IN SCHOOL
16. MENTAL HEALTH
17. KEY CONTACTS FOR SAFEGUARDING AND CHILD PROTECTION
18. HELPLINE NUMBERS

19. LINKS TO ASSOCIATED SCHOOL POLICIES AND PROCEDURES

20. LINKS TO DFE GUIDANCE

1. EFFECTIVE COVID-19 SAFEGUARDING RESPONSE

Chosen Hill School will continue to provide an informed and effective Safeguarding response to the Coronavirus pandemic. As a reminder, the school would like to reiterate the Government and NHS guidelines about maintaining frequent excellent hygiene; only go outside for food, health reasons or essential work; continually operate social distancing – staying at least two metres away from other people outside of your household.

2. PURPOSE

Safeguarding and promoting the welfare of children remains everyone's responsibility. Consequently, everyone who comes into contact with a child, whether it is those in school during this 'time of closure' but remaining open for the vulnerable students and those of key workers or those students working from home, has a role to play in safeguarding and child protection. In doing so, all staff and volunteers 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*.

It is important to remember whether Chosen Hill remains open or becomes part of a hub model consolidated onto one site, staff should still follow the guidance of their local multi-agency safeguarding arrangements (MASH) and DSLs and DDSLs should ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates.

In accordance with statutory and non-statutory guidance this policy sets out the school's procedures for safeguarding and child protection during the COVID-19 emergency response.

If in the near future, Chosen Hill School collaborates and students and/or staff from multiple settings are receiving their education provision in a hub school, the principles in *Keeping Children Safe In Education* (KCSIE, 2021) and this guidance continue to apply. In particular, the school or college that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required.

3. VULNERABLE CHILDREN AND YOUNG PEOPLE

Vulnerable is identified as: students who have an assigned social worker (Level of Need 4 at Chosen Hill School) and those children and young people up to the age of 25 with an Education, Health Care Plan (EHCP). A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Attending education settings is known as a protective factor for children receiving the support of a social worker. It is right that the school prioritises support for those who will benefit the most. The school will continue to balance this carefully with the urgent need to reduce social contact right across society to support the work to reduce the spread of Coronavirus (COVID-19).

School Leads and especially Designated and Deputy Designated Safeguarding Leads know the most vulnerable children best and will offer additional places to those on the edges of receiving children's social

care support based upon risk assessments and need. Eligibility for free school meals in itself should not be the determining factor in assessing vulnerability.

It is important to note that some students that have not been 'at risk' previously become more at risk in this new COVID-19 context; the expected rise in Domestic Violence has begun and the school in liaison with Children's Services must respond by considering who should be offered places in school provision and by keeping in regular contact with the student's home. Students potentially suffering from Domestic Violence, Neglect, Abuse, Child Criminal Exploitation or Child Sexual Exploitation will be elevated to the daily contact list to ensure that a referral can be made as soon as there is a concern raised. During the emergency COVID-19 measures the majority of the Chosen Hill School student population will not be seen by staff at school, therefore it is essential that everyone is observant and listening to the *voice of the child* during any contact.

The school will continue to work with and support students' social workers to help protect vulnerable children. This includes working with and supporting students' social workers and the local authority Virtual School Headteacher (VSH) for looked-after and previously looked-after students in line with the safeguarding partners detailed in the safeguarding and child protection policy.

For Level of Need 3 and 4, students with an EHCP, Look After Children, Young Carers and any additional students identified as particularly vulnerable, the school carried out a risk assessment for each of them. Monitoring systems were established for the DSL, DDSLs, Inclusion Manager and support staff to regularly telephone the families identified and where necessary the assigned social worker of those families who declined their place at school. The school continues to engage with Early Help and Social Services to ensure that for particular families a risk assessment is carried out, to determine the level of statutory contact/ visits undertaken. All welfare calls carried out by the school are recorded on the *COVID-19 Master Spreadsheet*. Where necessary a detailed chronology is recorded on *My Concern*.

4. PROCEDURES FOR MANAGING CHILD CONCERNS

Despite the emergency nature of the current situation everyone in school has a role of recognising and responding to potential indicators of abuse and neglect, all action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore regarded as essential by Chosen Hill School.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads are responsible for ensuring that children are identified, and the appropriate agency involved if there is actual or suspected cases of child abuse by adults, parents, or any other adult. The DSL and DDSL are responsible for ensuring that children are identified, and the appropriate agency involved.

In the future, if appropriate, for all students coming into a hub school from another school, with a known safeguarding or child protection need, a summary of needs and interventions MUST be provided by the 'sending' school safeguarding core team. Access must be given to Child Protection Plans, Child in Need Plans, ECHPs, or for Looked After Children their Personal Education Plan (PEP) and any other formal, relevant information. The name and contact details of the social worker must be provided for every vulnerable child and the name and contact details of the Virtual School Lead responsible for any Looked After Child.

The DSL and DDSL will attend any reviews called by the Local Authority by video conferencing or other means of social distancing and may call on appropriate members of staff for reports. It may be necessary to rely on School Safeguarding Leads to attend reviews where necessary.

For the time being Chosen Hill School will maintain the current electronic record keeping procedures using My Concern - a 'Safeguarding' file will be created or maintained for each child, all reports of concerns, details of contacts, referrals, actions and updates to profiles will be electronically recorded. In the future the Chosen Hill will be responsive to individual students if arrangements are implemented in the Local Authority for potential host and hub schools.

In the future, if a student from Chosen Hill School is attending a hub school in another setting that isn't using 'My Concern', the safeguarding file will be held on paper and stored in a locked cabinet. As soon as is possible the record will be transferred securely to Chosen Hill School.

5. POTENTIAL ABSENCE OF DESIGNATED SAFEGUARDING LEAD/DEPUTY DSL

The optimal scenario is to have the DSL, DDSL or Headteacher on site. Where this is not possible the DSL, DDSL or Headteacher will be available to be contacted via phone or through Microsoft Teams (for example, when they are working from home). Where possible the school will seek to include the DSL, DDSL or Headteacher in each shift in the rota.

Whatever the scenario, it is important that all staff and volunteers have access to the DSL, DDSL or Headteacher. **On each day, staff on site will be made aware of who that person is and how to speak to them if the DSL or DDSL is not on site.**

Where the DSL, DDSL or Headteacher are not on site, in addition to the above, the assigned two senior leaders will assume responsibility for co-ordinating safeguarding in school. The two senior leaders will liaise with the offsite the DSL, DDSL and as required liaise with children's social workers where they require access to children in need and/or to carry out statutory assessments in school. The senior leader will also ensure that all the responsibilities of the DSL listed above will be met.

6. ONLINE SAFETY

It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. As such, the school will ensure appropriate procedures, filters and monitoring systems are in place in accordance with the following:

- E-Safety Protocol
- Mobile Protocol
- Web Filtering and Device Monitoring

Where students are using school equipment at home, the ability to filter access is limited. Filtering will be provided to the extent that is possible within the technological constraints the current crisis allows.

Students should be reminded of Internet Safety rules and parents will be expected to manage their child's safety whilst at home.

Staff delivering teaching online, responding to SMHW correspondence or submissions, engaging in email correspondence with students should read, recognise or listen for any cues that indicate a safeguarding concern. The concern should be referred as soon as possible by completing the Chosen Hill School "Safeguarding Referral Form" to enable the DSL or other named persons to respond in an appropriate timely way.

Cues to be aware of might include:

- Comments or questions about child abuse or neglect
- Inadequate supervision at home
- The impact of food poverty
- The health status in a family and any young caring responsibilities children have

An essential part of the online planning process will be ensuring students who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

Childline - for support

UK Safer Internet Centre - to report and remove harmful online content

Child Exploitation and Online Protection Command (CEOP) - for advice on making a report about online abuse

7. INTERACTING WITH PUPILS ONLINE THAT ARE NOT PRESENT IN SCHOOL

It is important that all staff who interact with students, including online, continue to look out for signs that they may be at risk of harm or experiencing harm. Any such concerns should be dealt with as per the Chosen Hill School *Safeguarding & Child Protection Policy* and where appropriate referrals should still be made to children's social care and as required the police.

Online teaching should follow the same principles as set out in the staff Code of Conduct.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

When the school is in contact with parents and carers, communication will additionally be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access.

8. INCREASED RISK

The pressures on students and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL or DDSs about any concerns.

Incidences of Domestic Abuse are expected to significantly increase during the period of isolation as perpetrators will use this time as a “tool of coercive and controlling behaviour”, and victims and their children are consistently more vulnerable during periods of societal stress ([see government guidance](#)). Operation Encompass will continue as normal with notifications being sent to the school's email address encompass@chosen-hill.gloucs.sch.uk

9. RISK ONLINE

Students will be using the internet more during this period. The school is also using online approaches to deliver education, training and support. Staff need to be aware of the signs and signals of cyberbullying and other risks online and apply the same safeguarding practices as when students were learning at the school.

The school continues to ensure appropriate filters and monitors are in place. Staff should consider the risk that professional boundaries could slip during this exceptional period and be reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.

The school will continue to communicate with parents and carers about keeping children safe online with peers, the school, other education offers they may access and the wider internet community

Further Information and support:

[Internet Matters](#) - support for parents and carers to keep their children safe online

[South West Grid for Learning](#) - support for parents and carers to keep their children safe online

[Net-aware](#) - support for parents and carers from the NSPCC

[Parent info](#) - support for parents and carers to keep their children safe online

[Thinkuknow](#) - advice from the National Crime Agency to stay safe online

[UK Safer Internet Centre](#) - advice for parents and carers

Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

10. PEER ON PEER ABUSE

The school recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where the school receives a report of peer on peer abuse, it will follow the principles as set out in part 5 of KCSIE and of those outlined within the Chosen Hill School *Safeguarding & Child Protection Policy*. The school will listen and work with the student, parents/carers and any multi-agency partner required to ensure the safety and security of that student.

Concerns and actions will be recorded and appropriate referrals made.

11. CONCERNS ABOUT AN ADULT

Where staff are concerned about an adult working with a student in school, they should continue to refer their concern to the Headteacher. Concerns about the Headteacher should be directed to the Chair of Governors. If any of these professionals are unavailable due to the COVID-19 context, then colleagues must refer the matter to Nigel Hatton (LADO). The matter will then follow usual safeguarding procedures.

The school will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of *KCSIE September 2021*.

The school will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of *KCSIE September 2021* and the TRA's 'Teacher misconduct advice for making a referral'.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

12. SAFEGUARDING TRAINING

For the period COVID-19 measures are in place, the DSL, and DDSLs who have completed the Level 3: Safeguarding Children DSL training will continue to be classed as a trained DSL or DDSL even if refresher training is missed. However, where the training lapses it will be necessary to refresh DSL training as soon as possible after the COVID-19 situation is deemed over.

All existing staff have completed the “SSS Learning: Child Protection Refresher” and have read part 1 of *Keeping Children Safe in Education, September 2019*. The Designated Safeguarding Lead will communicate with staff about any new local arrangements and ensure that they know what to do if they are worried about a child. In addition, staff will be required to complete further online Safeguarding training as part of the school’s annual Safeguarding CPD offer.

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction including signing to say that they have read and understood relevant documentation.

Chosen Hill School staff could move between educational settings on a temporary basis in response to COVID-19. If the school receives staff from another setting, the DSL or Headteacher will judge, on a case-by-case basis, the level of safeguarding induction required. The minimum will include health and safety related to the school, contacts for the DSL/DDSL and leadership team and how to make a safeguarding referral. The school will seek assurance that the member of staff has received appropriate safeguarding training and undergone appropriate safer recruitment checks by checking their photo identification from their school.

13. SAFER RECRUITMENT/VOLUNTEERS AND MOVEMENT OF STAFF

It remains essential that people who are unsuitable are not allowed to enter children’s workforce or gain access to children. When recruiting new staff, the school will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in part 3 of *KCSIE, September 2021*.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. EPM will support and advise on how to keep records of where non-face to face checks have taken place so that they can be followed up when the COVID-19 context is no longer relevant.

Where Chosen Hill is utilising volunteers, the school will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of *KCSIE September 2021*. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers will be in school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in *KCSIE September 2021*.

14. MONITORING ATTENDANCE

Statutory Guidance stipulates that Local Authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. The DfE has introduced a daily online attendance form to keep a record of children of key workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows the school to provide accurate, up-to-date data to the Department on the number of children taking up places.

The school is completing day-to-day attendance processes to follow up on non-attendance. Where a student was expected to attend school, and did not attend, a member of support staff will phone the relevant parent or carer to establish that the child is safe and well and the reason for non-attendance. This will be recorded and updated on the Vulnerable and Key Workers master spreadsheet.

To ensure the above, the school will communicate with parents and carers of students attending school to re-confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

The DSL, DDSL or Headteacher is responsible for overseeing that pupil attendance is monitored and safe and well checks are in place to allow timely safeguarding referrals to be made or actions taken, should they be required.

In all circumstances where a child categorised as vulnerable (see above) does not take up their place in our school, or discontinues after a period of attendance, we will notify their social worker and Virtual School Headteacher.

15. SUPPORTING CHILDREN IN SCHOOL

Chosen Hill School is committed to ensuring the safety and wellbeing of all its students. All attending students (currently Vulnerable and of key Workers) will continue to be provided with a safe space to enable them to attend and flourish. The Governors and Head Teacher will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

Chosen Hill School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19. Staff will ensure that where the school cares for children of Key Workers and Vulnerable children on site, appropriate support will be in place for them.

16. MENTAL HEALTH

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of students and their parents. Colleagues are made aware of this when considering the setting and expectations of pupils' work where they are at home. This will follow the DfE's guidance and the school's protocol on providing education remotely.

The DfE's guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. Support for Level of Need - 4 students for Wellbeing concerns in the current circumstances remain with the school counsellor through

online video and telephone consultation. The school will continue to monitor the wellbeing of students in and out of school and will respond accordingly. The school will continue to sign post both students and parent carers to local and national Mental Health Support.

For wider information about context please try here:

[Guidance for the public on the mental health and wellbeing aspects of coronavirus \(COVID-19\)](#)

[Responding to the coronavirus: resources for mental health and wellbeing](#)

[Gloucestershire County Council: look after your wellbeing](#)

17. KEY CONTACTS FOR SAFEGUARDING AND CHILD PROTECTION

Chosen Hill School

Headteacher: Matthew Pauling; contact email: ht@chosen-hill.gloucs.sch.uk; telephone: 01452 713 488

Designated Safeguarding Lead: Jonathan Bardgett; contact email: safeguarding@chosen-hill.gloucs.sch.uk; telephone: 01452 713 488

Deputy Designated Safeguarding Lead: Karen Chodera; contact email: safeguarding@chosen-hill.gloucs.sch.uk; telephone: 01452 713 488

Deputy Designated Safeguarding Lead: Maureen Shearman; contact email: safeguarding@chosen-hill.gloucs.sch.uk; telephone: 01452 713 488

Deputy Designated Safeguarding Lead: Helen Davis; contact email: safeguarding@chosen-hill.gloucs.sch.uk; telephone: 01452 713 488

Safeguarding Administrator: Jacqui Henrikson; contact email: safeguarding@chosen-hill.gloucs.sch.uk; telephone: 01452 713 488

External Agencies

- Local Authority Designated Officer (LADO): Nigel Hatton – 01452 425017
- Local Authority Multi Agency Safeguarding Hub (MASH): Help Desk - 01452 426565; email enquires - childrenshelpdesk@gloucestershire.gov.uk
- The Virtual School: Headteacher, Jane Featherstone - 01452 328360; email enquiries - virtualschooladmin@gloucestershire.gov.uk
- Operation Encompass: Halah Shams El-Din, MASH Safeguarding Senior Officer – 01452 328953

18. HELPLINE NUMBERS

NSPCC Adults Helpline: telephone - 0808 800 5000; email - help@nspcc.org.uk

NSPCC Childline: telephone -0800 1111

Refuge:24-hour National Domestic Abuse: telephone helpline - 0808 2000 247

Gloucestershire Domestic Abuse Support Service (GDASS): telephone helpdesk - 01452 726 570

Gloucestershire Young Carers: telephone - 01452 733060

The Family Information Service Directory: telephone - 01452 427362 / 0800 542 02 02

Trussell Trust (Find the nearest foodbank)

19. LINKS TO ASSOCIATED SCHOOL POLICIES AND PROCEDURES

Links to:	
<ul style="list-style-type: none">• Safeguarding and Child Protection Policy• Staff Code of Conduct• Behaviour Management Policy• Safer Recruitment/DBS policy• E-safety Protocol	<ul style="list-style-type: none">• SEND policy• Allegations Against Staff (Staff Disciplinary Policy and Procedures)• Anti-Bullying Policy• Mobile Device Acceptable User Protocol

20. LINKS TO DFE GUIDANCE

COVID-19: Actions for schools during the coronavirus outbreak

Coronavirus (COVID-19): How to complete the educational setting status form

Coronavirus (COVID-19): What is self-isolation and why is it important?

COVID-19: Managing safeguarding in schools, colleges and other education providers (withdrawn 31 July 2020)

Coronavirus: COVID-19: Guidance on Vulnerable Children and Young People (withdrawn 4 August 2020)

Appendix B

SAFEGUARDING CAUSE FOR CONCERN OR DISCLOSURE FORM: A GUIDE FOR STAFF

We all as Education Staff have a crucial role in Child Protection

“Through their day to day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect, and in referring concerns”

‘Working Together to Safeguard Children’.

What to do if you are concerned that a student is being abused, neglected or harmed:

All staff and volunteers at Chosen Hill School are expected to take seriously the duty to be aware of and respond to concerns regarding students who are or may be experiencing abuse, neglect or harm in any part of their lives and to immediately pass these concerns on using the CHOSEN HILL SCHOOL: SAFEGUARDING CAUSE FOR CONCERN or DISCLOSURE FORM to the Designated Safeguarding/ Deputy Designated Safeguarding Lead via the Safeguarding inbox safeguarding@chosen-hill.gloucs.sch.uk

If a child wants (or appears to want) to share a concern or make a disclosure with you:

- Respond calmly and listen carefully to what they are telling you. Try not to appear shocked or show disapproval. It can be very difficult for someone to talk about their own abuse.
- Explain as early as possible that you cannot keep total confidentiality on such matters and that you will need to speak to the SFWO or Designated Safeguarding Lead
- If they then decide not to continue talking to you record this as a concern and forward to the Safeguarding team
- Try to find a quiet area to speak where you will not be interrupted. Do not put them off talking by asking them to meet later.
- Ask the student to explain as clearly as possible but do not ask leading questions.
- Write down notes of what the student has told you or ask them to write it down themselves if you think this is appropriate for them. This is because they may not want to tell anyone again what they have shared with you. Take down times, locations and any other relevant facts. Do not include your own opinions or views about the disclosure although you can describe the manner or state of the student when they present themselves to you. It is rare but there is a possibility you may be asked to attend a multi-disciplinary meeting outside college and/or give evidence in court proceedings in relation to this disclosure. Sign and date each page of the notes.
- Complete the CHOSEN HILL SCHOOL: SAFEGUARDING CAUSE FOR CONCERN or DISCLOSURE FORM and email to the Safeguarding inbox by clicking on the safeguarding icon on the VLE or school website.
- Ensure that the student is safe in school. Try to ascertain how safe they will be during the day or when they return home.

It is important that we take responsibility on finding out and recording all accurate information before passing the concern to the safeguarding team. Where possible you can do this through open questioning. Some examples are:

- Could you tell me a little bit more about that...
- What makes you think that?
- Where have you got that information from?
- Can you show me this information (e.g. the Internet, Facebook etc.)
- Where have you heard this?
- Who have you talked to about this?

These may lead to more questions but it helps us as professionals to take ownership and find out more before this is passed on to the safeguarding team for assessment to ascertain whether this is student welfare or a cause for concern.

Remember the ‘dos’ and ‘don’ts’ when a student raises a concern or makes a disclosure:

DO:	DON'T:
<ul style="list-style-type: none"> • Take the child seriously • Take your time • Let him/her speak • Reassure (that it is OK to tell you) • Listen carefully • Ask – open question(s) • Clarify through open questions • Say what you will do next, (i.e. that you will speak to the CPL, DSL) • Record what was said, sign and date • Provide factual information • Consider medical attention (refer to Medical Officer) • Email safeguarding@chosen-hill.gloucs.sch.uk without delay 	<ul style="list-style-type: none"> • Promise (to keep it a secret) • Stop the child from speaking • Ask leading questions • Question unnecessarily • Make assumptions • Summarise information the student is telling you • Try to deal with the matter on your own • Delay (in passing on your concern) • Force a student to recall further information • Ask to show injuries requiring the removal of clothing • End the conversation abruptly • Criticise the alleged perpetrator

- Respect confidentiality and do not discuss the disclosure with anyone other than one of the Safeguarding Team. It may be appropriate to talk to your line manager in some circumstances but you do not automatically need to do so. Be clear with the student about who you are speaking to and when. If required keep the student informed of what is happening as a result of their disclosure and ascertain their wishes and feelings where possible.
- Where a student has made a disclosure of abuse or a staff member has concerns about abuse no contact should be made with the student’s parents or carers without consultation with the SFWO/ Designated Safeguarding Lead.
- You may have concerns that a student is experiencing abuse because of their behaviour or changes in their presentation or that they are missing from school. Signs and symptoms which may indicate abuse or harm are described in training and the additional safeguarding literature information. This also includes any concerns you may have of a student being drawn into extremist behaviour or radicalisation. Contact the SFWO or Designated Safeguarding Lead to discuss your concerns.
- A student may disclose information that leads to concerns that another student or young person or Vulnerable Adult is experiencing abuse. You need to inform the student that you will need to pass this on to the Safeguarding team.

You may be contacted by the SFWO or Designated Safeguarding Lead to request information from you about a student. This is because the school is occasionally asked to contribute information to Children’s Social Care for an Assessment or Child Protection investigation. The SFWO or Designated Safeguarding Lead will discuss with you what to inform the student. Where possible we will be as open as possible with the student.

If you continue to be concerned about a student after you have informed the SFWO or Designated Safeguarding Lead contact them again to let them know.

Where you continue to be concerned about the student and do not consider that the concern has been followed up appropriately you should contact the Designated Safeguarding Lead and Headteacher.

Appendix C

6R Safeguarding Principles

The Role of Staff

Following and implementing the 6R principles will ensure safeguarding practice is robust and concerns are managed in an effective and timely way.

The 6R Principles

Recognition

Staff should be aware of the signs or indicators of abuse as detailed earlier. This might present as subtle changes e.g. reluctance to engage with peers or adults, poor concentration, changes in usual behaviour, cleanliness or appetite.

Response

Appropriate response is vital. Stay calm, don't display shock, outrage or panic. Listen carefully.

Reassure

Tell the child they have done the right thing to tell and that they will be supported. Do not make unrealistic promises e.g. "It will be alright now". Reassure by saying "Thank you for telling me. I'm glad you felt you could talk to me".

Reporting

Report a concern as soon as possible to enable the DSL or other named persons to respond in an appropriate timely way.

Recording

All staff involved will be asked to write a record detailing their account of the incident. This should be written as soon as possible after the event. The record should state when the incident happened, date and time, who was present and what was said, detailing any key phrases or words used by the child. Once written the record should be signed and dated.

Referral

In the main, referral to agencies such as the Police or Social Care is the responsibility of the DSL however you may be asked to contribute to the process e.g. speak to a social worker. Where a direct reporting responsibility applies e.g. Female Genital Mutilation, Prevent Duty, you will be supported by your DSL to follow your locality procedures. (Further information on direct reporting responsibilities is included in the SSS Training FGM Awareness and Prevent Duty courses).

Appendix D

SAFEGUARDING CAUSE FOR CONCERN OR DISCLOSURE FORM

Access this form by using the Safeguarding link on the VLE

Use this form to record a concern or a disclosure. Please complete as fully as possible and email promptly to safeguarding@chosen-hill.gloucs.sch.uk

No further action should be taken without contacting a member of the Safeguarding Team.

Do not print or save this document and delete your email.

DETAILS OF RECORDER	
Your name:	
Job Title:	
Relationship to the Student :	
DETAILS OF STUDENT	
Name:	
Date of Birth:	
LM Group:	
Name of Parent / Carer and contact number/s:	

DETAILS OF CONCERN OR DISCLOSURE	
Date of incident:	
Time of Incident:	
Date of Referral to Safeguarding Team:	
Concern Summary: (e.g. Andrew came into School this morning with a bruise on his arm)	
Full details of cause for concern/disclosure. There is no need to repeat the Concern Summary Describe any injury, with drawing, if appropriate, and as much detail as possible. (<i>What, where, when, who?</i>)	

OTHER AGENCIES INVOLVED INCLUDING GP		
Agency	Contact Name	Phone Number / E-mail

Please outline any action that you have already taken:
Please outline any action you think could be taken forward:
Is this Concern or Disclosure Urgent? Yes / No

Is the young person aware of the referral? Yes / No

Is the parent / carer aware of the concern? Yes / No

Please do not print or save this document and delete your email after sending

Appendix E

GUIDELINES TO COVER SITUATIONS POSING POTENTIAL RISK:

In line with Safeguarding guidance from the DfE, Chosen Hill School aims to provide advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. It aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which should be avoided
- assist adults working with children to do so safely and responsibly, and to monitor their own standards and practice
- support managers and employers in setting clear expectations of behaviour and codes of practice
- support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken
- support safer recruitment practice
- minimise the risk of misplaced or malicious allegations made against adults who work with children
- reduce the incidence of positions of trust being abused or misused.

This document supplements the School's Safeguarding policy and gives specific guidance on situations that it feels staff should be given clear guidance on.

Situation	Guidance for Safer Working Practice for those working with children and young people in education settings (DfE)	CHS policy and practice
Cuddling a child	<p>Children and Young People in Distress: For all adults working with children there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children in particular may need immediate physical comfort, for example after a fall, separation from a parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.</p> <p>Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a senior manager and parents/carers</p>	<p>This means the adult should:</p> <ul style="list-style-type: none"> ➤ Consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way ➤ Be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances ➤ Follow professional guidance ➤ Never touch a child in a way which may be considered indecent ➤ Record and report situations which may give rise to concern from either party ➤ Not assume that all children seek physical comfort if they are distressed <p>Follow the guidance outlined by the DfE alongside the following school guidance:</p> <p>Under no circumstances should a member of staff cuddle a child as a way of offering comfort and reassurance no matter what age the child is. This could be misinterpreted and lay staff open to allegations by students</p> <p>Any incidents or concerns should be reported to one of the Designated Safeguarding Leads: Mr J Bardgett – DSL Ms K Chodera - DDSL Ms L Rosenberg – DDSL Mrs K Harrison - Headteacher</p> <p>If you are in a 1 to 1 situation with a child, always leave a door open or blinds open on a window to allow clear vision into the room by others.</p>

Situation	Guidance for Safer Working Practice for those working with children and young people in education settings (DFE)	CHS policy and practice
Giving gifts to children	<p>Gifts, rewards and favouritism: The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with senior manager and the parent or carer.</p> <p>It is acknowledged that there are specific occasions when adults may wish to give a child or young person a personal gift. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with the senior manager and/or parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom a young person.</p> <p>Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.</p> <p>Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.</p> <p>There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.</p>	<p>Follow the guidance outlined by the DFE alongside the following school guidance:</p> <p>Giving of gifts or rewards: Colleagues should follow the school rewards policy and use House Points, postcards and certificates as appropriate.</p> <p>Prizes, for example for quizzes at Christmas, should only be of an insignificant value (e.g. a bar of chocolate), and should be given out in front of the other students, with clear explanation of the reason for the prize.</p> <p>No other gifts or prizes should be given. If any member of staff is unsure of whether the reward they are planning is appropriate, they should first seek the advice of a member of SLT</p> <p>Receipt of gifts:</p> <p>The School's Code of Conduct provides guidance to all staff in relation to the matter. A copy of the Code has been provided to each member of staff, and a copy can be obtained from the Business Manager.</p>

Situation	Guidance for Safer Working Practice for those working with children and young people in education settings (DfE)	CHS policy and practice	
<p>Messaging/texting a child</p>	<p>Communication with Children and Young People (including the use of technology)</p> <p>Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional roles. Adults should ensure that all communications are transparent and open to scrutiny.</p> <p>Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to children and young people, including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child/young person outside of agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.</p> <p>Internal e-mail systems should be used only in accordance with the organisation's policy.</p>	<p>This means that the organisation should:</p> <ul style="list-style-type: none"> ➤ Have a communication policy which specifies acceptable and permissible modes of communication <p>This means that adults should:</p> <ul style="list-style-type: none"> ➤ Not give their personal contact details to children or young people, including their mobile telephone number ➤ Only use equipment e.g. mobile phones, provided by the organisation to communicate with children, making sure that parents have given permission for this form of communication to be used ➤ Only make contact with children for professional reasons and in accordance with any organisation policy ➤ Recognise that text messaging is rarely an appropriate response to a child in crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible ➤ Not use internet or web-based communication channels to send personal messages to a child/young person 	<p>Follow the guidance outlined by the DfE alongside the following school guidance:</p> <p>A mobile phone is available from IT Services Office for staff to book out for trips and loan/isolated working as appropriate. The number from this phone should be given to parents and students for contact whilst on trips and visits. Staff should not give out their personal mobile phone details, or use their personal mobile phone to phone or text students at any time. Text messages can be altered and could leave a member of staff at risk should allegations be made.</p> <p>Staff should not, under any circumstance, communicate with students through social networking sites.</p> <p>Staff should only communicate with parents and/or students using staff work email addresses.</p> <p>Staff should not use their Christian names when communicating with students during the school day. It is acknowledged that some staff, as they live close to the school, may from time to time meet with students and their families socially. Staff should always be mindful that they need to act in a way that does not compromise the professional relationship they need to maintain when in school.</p> <p>See Policy: Safeguarding, Code of Conduct, E-Safety, Behaviour Management</p>

Situation	Guidance for Safer Working Practice for those working with children and young people in education settings (DfE)	CHS policy and practice	
<p>Accessing adult internet pornography</p>	<p>Access to inappropriate images and internet usage</p> <p>There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and if proven the individual being barred from working with children and young people.</p> <p>Adults must not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.</p> <p>Adults should ensure that children and young people are not exposed to any inappropriate images or web links. Organisations and adults need to ensure that internet equipment used by children have the appropriate controls with regards to access, e.g. personal passwords should be kept confidential.</p> <p>Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.</p>	<p>This means that organisations should</p> <ul style="list-style-type: none"> ➤ Have clear e-safety policies in place about access to and use of the internet ➤ Make guidance available to both adults and children and young people about appropriate usage <p>This means that adults should:</p> <ul style="list-style-type: none"> ➤ Follow their organisation’s guidance on the use of IT equipment ➤ Ensure that children are not exposed to unsuitable material on the internet ➤ Ensure that any films or material shown to children and young people are age appropriate 	<p>Follow the guidance outlined by the DfE alongside the following school guidance:</p> <p>All students and staff must sign and abide by the conditions set out in the Acceptable Use Policy . See policy: Information Technology</p> <p>Caution should be applied before showing any TV/video/DVD/internet material to students. The following should be considered:</p> <ol style="list-style-type: none"> 1. What are the learning objectives and how will these be met? 2. Is the content age appropriate? 3. Could the content cause offence on religious/moral/ethical grounds? 4. When students discuss what they have seen with their parents, will it in any way damage the good reputation of the school?

Situation	Guidance for Safer Working Practice for those working with children and young people in education settings (DfE)	CHS policy and practice
<p>Arranging a one to one activity with a child</p>	<p>One to one situations All organisations working with or on behalf of children and young people should consider one to one situations when drawing up their policies</p> <p>It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place. This also applies to those adults who do not work as part of an agency or organisation but owe a duty of care to the child or young person because of the nature of their work.</p> <p>Adults should be offered training and guidance for the use of any areas of the workplace which may place themselves or children in vulnerable situations. This would include those situations where adults work directly with children and young people in unsupervised settings and/or isolated areas within community settings or street-based projects for example.</p> <p>One to one situations have the potential to make a child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with children and young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.</p> <p>There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one</p>	<p>Follow the guidance outlined by the DfE alongside the following school guidance:</p> <p>In general one-to-one activity with a child is not recommended. Where there is no alternative, risk assessments should be carried out before starting any lone working with students</p> <p>Staff should not meet students in remote areas; this could include an area of the school that is not a through route for other staff, particularly outside of the normal school day. In any circumstance where staff feel this is necessary they must always inform other colleagues and the parents/carers of the student where and when a meeting is to take place.</p> <p>Staff should take a school mobile phone with them and ensure that colleagues have the number of the mobile they have taken</p>

	<p>work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis.</p> <p>Meetings with children and young people outside agreed working arrangements should not take place without the agreement of senior managers and parents or carers.</p>		
--	---	--	--

Situation	Guidance for Safer Working Practice for those working with children and young people in education settings (DFE)	CHS policy and practice
<p>Physically restraining a child or young person</p>	<p><i>Use of control and physical intervention</i></p> <p>There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area, adults and organisations must have regard to government guidance and legislation in the development and implementation of their own policies and practice.</p> <p>The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that it maintains the safety and dignity of all concerned.</p> <p>The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.</p>	<p>Follow the guidance outlined by the DFE alongside the following school guidance:</p> <p>Staff must not use physical intervention with a child unless there is imminent danger that someone is about to get hurt.</p> <p>Physical intervention should always be a last resort after de-escalation techniques have been considered. If physical intervention is necessary, staff should always send for help from another member of staff. See Behaviour Policy</p> <p>Immediately after the incident, the parents/guardians should be informed and a report written and given to a member of SLT</p>

	<p>Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and organisations working with children and young people requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.</p> <p>In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care plans, drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those which should be avoided. Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.</p> <p>In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.</p>		
Situation	Guidance for Safer Working Practice for those working with children and young people in education settings (DfE)		CHS policy and practice
Taking a child for a ride in a car	<p>Transporting children and young people</p> <p>There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.</p>	<p>This means that all organisations:</p> <ul style="list-style-type: none"> ➤ Should have appropriate policies for transporting children and young people <p>This means that adults should:</p>	<p>Follow the guidance outlined by the DfE alongside the following school guidance:</p> <p>A member of staff should only transport a student in their own car in an emergency situation.</p> <p>Each journey should be agreed in advance with the students' parents/carers.</p>

	<p>It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV staff should ensure that they have an appropriate license and insurance to drive such a vehicle.</p> <p>It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.</p> <p>There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.</p>	<ul style="list-style-type: none"> ➤ Ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive ➤ Be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer ➤ Record details of the journey in accordance with agreed procedures ➤ Ensure that their behaviour is appropriate at all times ➤ Ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven ➤ Ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned 	<p>Staff should follow the School's Transport Protocol for guidance if they need to transport students in cars for a trip or visit.</p>
--	--	--	---

Situation	Guidance for Safer Working Practice for those working with children and young people in education settings (DfE)	CHS policy and practice
<p>Taking photographs of children</p>	<p>Photography and videos Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and wellbeing of the children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.</p> <p>Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.</p> <p>Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.</p> <p>It is not appropriate for adults to take photographs of children for their personal use.</p>	<p>Follow the guidance outlined by the DfE alongside the following school guidance:</p> <p>Images should be taken only if permission has been given by the students and parents/carers.</p> <p>Images should be taken only if there is a justifiable purpose, for example a parents' information evening or post-trip event, evidence for course assessments.</p> <p>Any photographs or videos of students should be taken using departmental equipment.</p> <p>Images should not be taken on personal equipment unless prior agreement has been sought from a member of SLT. No images should be stored on personal equipment under any circumstance. No images should be stored anywhere on the internet, with the exception of SIMS</p>

Situation	Guidance for Safer Working Practice for those working with children and young people in education settings (DfE)	CHS policy and practice
<p>Inviting a child to your home</p>	<p>Personal Living Space</p> <p>No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and senior managers or the home has been designated by the organisation or regulatory body as a work place, e.g. childminders, foster carers.</p> <p>It is not appropriate for any other organisation to expect or request that private living space be used for work with children and young people.</p> <p>Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.</p>	<p>Follow the guidance outlined by the DfE alongside the following school guidance:</p> <p>No students should be invited to the home of an adult who works with them unless this has been sanctioned in advance by a member of SLT.</p> <p>It is acknowledged that some staff, as they live close to the school, may from time to time meet with students and their families socially. Staff should always be mindful that they need to act in a way that does not compromise the professional relationship they need to maintain when in school.</p>

Situation	Guidance for Safer Working Practice for those working with children and young people in education settings (DfE)	CHS policy and practice	
<p>Sharing information about a child's background or history with other adults</p>	<p>Confidentiality Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.</p> <p>If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff or nominated child protection person. Any actions should be in line with locally agreed information sharing protocols.</p> <p>The storing and processing of personal information about children and young people is governed by the Data Protection Act 1998. Employers should provide clear advice to adults about their responsibilities under this legislation.</p> <p>Whilst adults need to be aware of the need to listen and support children and young people, they must also understand the importance of not promising to keep secrets. Neither should they request this in a child/young person under any circumstances.</p> <p>Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior manager without delay.</p>	<p>This means that adults:</p> <ul style="list-style-type: none"> ➤ Be clear about when information can be shared and in what circumstances it is appropriate to do so ➤ Are expected to treat information they receive about children and young people in a discreet and confidential manner ➤ Should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them ➤ Need to know to whom any concerns or allegations should be reported 	<p>Follow the guidance outlined by the DfE alongside the following school guidance:</p> <p>All staff should follow the Data Protection Act guidelines which are part of the school's Data Protection Policy, Child Protection Policy.</p> <p>See policy: Information Technology</p> <p>Any member of staff who is unclear, or needs guidance in a particular situation should seek guidance from a member of the SLT</p>

This list is not exhaustive and the DfE have produced a generic guidance document 'Guidance for Safer Working Practice for those working with children and young people in education settings, which complements existing procedures, protocols and guidance relating to specific roles, responsibilities or professional practices. A copy of this guidance has been given to all staff.