

Safeguarding & Child Protection Policy

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CONTEXT

Steiner Academy Bristol fully recognises its responsibilities for child protection and safeguarding the needs and welfare of all children and is committed to following the procedures set out by the Bristol Local Safeguarding Children's Board (LSCB) and guidance issued by Department for Education (DfE) (Keeping Children Safe in Education Sept 2016 and Working Together to Safeguard Children 2015), and UK Council of Child Internet Safety (Sexting in schools and colleges: responding to incidents and safeguarding young people 2016).

Whilst our policy combines both Safeguarding and Child Protection, Steiner Academy Bristol acknowledges the differences between safeguarding and child protection, and abides by the Children Acts 1989 and 2004, in our understanding that a **child** is anyone who has not yet reached their 18th birthday. Steiner Academy Bristol recognises that safeguarding is a broad term applied to all children; whereas child protection is what is necessary for children who have been harmed or are at significant risk of being harmed. Therefore, this policy must be seen in light of the Steiner Academy Bristol related school's policies on:

- Personal, Social and Health Education and Sex and Relationships Education.
- Prevention of Bullying
- E-Safety
- First Aid
- Administration of medicines
- Safer recruitment
- Conduct of staff
- Induction and Training
- Racist / Disability discrimination incidents
- Confidentiality
- Behaviour and the school rules
- Health & Safety
- Allegations against members of staff
- Whistleblowing
- Site security
- Attendance
- Positive handling
- Alcohol, drugs and substance misuse
- Staff wellbeing
- Photographing Children

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children' (2015) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;

- Taking action to enable all children to have the best outcomes.

Steiner Academy Bristol ethos is underpinned by the belief that children who feel safe make more successful learners. Steiner Academy Bristol strive to offer a learning environment where children feel a real sense of inclusion, nurture, and care and are able to be expressive and demonstrate their uniqueness without fear of judgement, criticism or bullying. In order to achieve this aspiration Steiner Academy Bristol recognises that the welfare of the child is paramount and that all children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection. The Governing Body and staff of Steiner Academy Bristol take seriously our responsibility under section 175 Education Act 2002 to safeguard and promote the welfare of students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Whilst Steiner Academy Bristol understands that all children can be vulnerable to safeguarding issues and child protection needs emerging, there is acknowledgement that some specific groups of children may be particularly vulnerable and be at increased risk of encountering neglect and/or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect. To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are;

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers
- Living away from home – including adopted children, children in care, and children in kinship care or private fostering arrangements
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved in child sexual exploitation and/or those who have been trafficked
- Do not have English as their first language

Special consideration may lead Steiner Academy Bristol to implement the use of the attachment based THRIVE programme that the school is committed to utilising to support the on-going needs and wellbeing of a child.

Steiner Academy Bristol understands the duty, as set out under section 11 of the Children's Act 2004, to promote the importance of safeguarding and the welfare of children and will adhere to this. Steiner Academy Bristol understands that where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

POLICY

This policy applies to all staff, governors and volunteers working in the school. All staff have a responsibility to take appropriate action. Steiner Academy Bristol recognises that because of their contact with children, staff are well placed to observe outward signs of abuse, neglect and maltreatment. Steiner Academy Bristol recognises the importance of early identification of issues for children and young people and understands that the school will be expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place.

This policy aims to outline the role that the school will have, the procedures that staff should follow and general guidance on issues related to child protection.

Our policy will;

- Ensure safe recruitment practices are followed and have at least one person on an interview panel who has received the safer recruitment training;
- Raise awareness of individual responsibilities in identifying and reporting possible cases of abuse and neglect and acknowledge that all staff have a responsibility to identify children who may be in need of extra help or who are suffering or likely to suffer significant harm;
- Ensure that we have a designated teacher to promote the educational achievement of children who are Looked After and to ensure this person has appropriate training
- Have in place arrangements to support children with special educational needs or disabilities (SEND) having regard to Special Educational Needs (SEN) Code of Practice and have identified a member of staff to act as a Special Educational Needs Co-ordinator (SENCO)
- Raise awareness of the signs of abuse and neglect and provide guidance on recognising and dealing with suspected child abuse; Female Genital

Mutilation (FGM); Child Sexual Exploitation (CSE) and individuals vulnerable to being drawn into terrorism or radicalisation;

- Refer appropriately to the Channel programme any student identified as being vulnerable to being drawn into terrorism;
- Ensure that if we become aware of a private fostering arrangement the Local Authority is informed;
- Ensure children know there are adults in the school whom they can approach if they are worried and that they will be listened to and that their feelings and wishes will be taken into account;
- Include opportunities in the curriculum and within associated assemblies/forums, areas for children to develop the skills they need to recognise and stay safe from abuse;
- Ensure the content of the curriculum includes social and emotional aspects of learning;
- Raise awareness of child protection issues and equip children with the skills needed to keep themselves safe including in the digital/on-line environment;
- Ensure all members of staff know there are procedures to deal with incidents of youth produced sexual imagery ('sexting')
- Develop and implement procedures for identifying, monitoring and reporting concerns and cases, or suspected cases of abuse;
- Identify strategies and interventions available to support children at risk or who have been abused in accordance with his/her child in need or child protection plan;
- Ensure procedures are in place to notify children's social care of an unexplained absence of a pupil who is on a child protection plan;
- Raise awareness that a child going missing from an education setting is a potential indicator of abuse or neglect including sexual abuse or child sexual exploitation;
- Ensure that there are procedures in place for dealing with self-injury;
- Ensure that staff know their responsibility in taking their registers accurately and on time to enable early identification of unknown absence;
- Co-operate and provide effective liaison as required with inter-agency enquiries regarding child protection matters including attendance at case conferences, core groups and implementation of Early Help Assessments;
- Keep accurate and factual written records of concerns about children, even when there is no need to refer the matter immediately;
- Ensure all records are kept securely and in locked locations with access only to staff responsible for the child's welfare;

- Ensure that procedures are in place, where a child who is subject to a child protection plan/child in need plan/or concerns deemed necessary to be passed on leaves, their information is transferred to their new school, college or further education. This will be sent separately to the main school file, ensure safe transit and confirmation of receipt;
- Ensure we have a Designated Safeguarding Lead (DSL) and Deputy Safeguarding Lead who is part of the Senior Management Team and who has received appropriate training (every two years), is given time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters in order to carry out their role;
- Ensure that the DSL can liaise with the Local Authority and work with other agencies as set out in Working Together to Safeguard Children 2015 and that there is always cover for the DSL role;
- All staff including the Principal, the designated teacher for Looked After Children, the designated governor and the governing body undergo training relevant to their roles which is updated regularly. All other staff who work within the school and/or with children undertake appropriate child protection awareness training to best equip them to meet their responsibilities for child protection effectively;
- Ensure we have a nominated governor for child protection;
- Ensure we have procedures in place to offer supervision arrangements to staff dealing with child protection issues;
- Ensure that the needs of staff to whom disclosures are made, or against whom false allegations are made are addressed;
- Ensure we develop effective and supportive liaison with other agencies;
- Ensure that this policy is read in conjunction with the child protection procedures and that staff acknowledge their responsibility to it at induction;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, and take responsibility for referring any concerns to the Designated Safeguarding Lead or Child Protection Management Team immediately;
- Follow procedures informing the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff or volunteer;
- Ensure referral to the Disclosure and Barring Service (DBS) is made if a person in regulated activity has been dismissed or removed due to child protection concerns, or would have been had they not resigned;
- Ensure all members of staff read and agree in writing to the safeguarding and child protection policy and procedures before the start of their employment or at the latest as part of their induction. Written confirmation of the staff's agreement will be kept on their staff file.

- Ensure all temporary staff and volunteers read and agree in writing to the child protection policy and procedures on induction;
- Ensure the Single Central Record is kept updated and formal risk assessments are in place for when there are any gaps/delays in checks
- Ensure the child protection policy is available publicly;
- Ensure the child protection policy is reviewed annually by the Designated Safeguarding Lead and designated governor and approved by the Board of

CHECKLIST

Safer Recruitment	Key staff receive safer recruitment training
	Trained person on interview panel
	DBS and Vetting Checks
	SCR (formal risk assessment for any gaps in process)
Induction	Staff read and sign safeguarding & child protection policy and procedures
	Staff read and sign staff code of conduct and staff rules policy and procedure which includes information about staff/student relationships, taking photographs in school and use of social media
	Level 1 Safeguarding/Child Protection training undertaken
Preventative Safeguarding Measures	Key social and emotional structured learning - PSHE
	Teaching to students regarding online safety (including youth produced sexual images)
	Safeguarding bulletin on newsletter
	Safeguarding has strong link to Health and Safety issues/policy
Student Welfare	Information should be sought in relation to students transferring from other schools to ensure continuity of care
	Concerns should be routinely recorded on 'Cause for Concern' forms and shared with DSL

	immediately
	Records of concerns, including referrals to Children’s Social Care, should be kept in a locked cabinet with access to staff on a ‘needs to know’ basis
	Partnership work with other support agencies will be effective and evident
	Information will be shared when students transfer to a different school to ensure continuity of care
	DSL to refer to Children’s Social Care and other support services when concerns cannot be managed in isolation by the school
Link Governor	Regular school link visits with DSL
	Annual review of policies/procedures

PROCEDURE

It is the responsibility of all members of staff, governors and volunteers to ensure that all child protection concerns, both minor and serious, are reported to the Designated Safeguarding Lead **immediately**.

The Designated Safeguarding Lead may have other information regarding a child or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the Designated Safeguarding Lead may have. It is not the responsibility of school staff to **investigate** or decide the truth of any disclosure or allegation, but to follow procedures and record and discuss all concerns with the Designated Safeguarding Lead or a member of the wider Child Protection Management Team in the absence of the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead prior to any discussion with parents/carers.

The Designated Safeguarding Lead is: **Angie Browne**

The Designated Deputy Safeguarding Lead is: **Katie Sobol**

The governor for Safeguarding and Child Protection is: **Anna Mapson**

The Child Protection Management Team Members are:

What to do if you have a concern about a child’s wellbeing:

You **must immediately inform the Designated Safeguarding Lead** if you have concerns about a child or a child discloses information to you which suggests they might be, or might become at risk. However, you do have a responsibility to respect that child's right to confidentiality and therefore it is imperative that you do **NOT** discuss information with staff other than those identified above. The Designated Safeguarding Lead will decide whether to make a referral to Children's Social Care, but it is important to note that in exceptional circumstances anyone can refer their concerns to Children's Social Care directly. **If at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately.**

All staff should refer concerns to the Designated Safeguarding Lead as soon as possible. In the meantime they should;

1. Listen to the child, ensuring that they remain safe and secure and offer reassurance;
2. Ensure the child understands that you will have to tell someone else who is responsible for safeguarding/child protection within the school – **NEVER** promise to keep what the child tells you secret. You must let them know that you will have to pass this information on. For example, *"I know this is difficult for you but I am worried about your bruise and I need to talk to Mrs X so that she can help us think about what to do next"*
3. Where there are physical injuries observe the injuries including the positioning, size, shape etc but do not ask a child to remove or adjust their clothing in order to observe them further;
4. Make a written record as soon as possible after the event on the Cause For Concern yellow form, noting: the date, time, child's name, your name and the details of the concerns. Record the child's words rather than your interpretation;
5. Do not investigate or ask leading questions. Use open questions beginning with words like: How, When, Who? Your contemporaneous notes may be used in court. Do not interrogate – it is not our job to prove or disprove what the child says, just listen and act;
6. Accept what the child says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them. Do not lay blame or criticise either the child or the perpetrator;
7. Ensure that the referral to the DSL or Child Protection Management Team (CPMT) is immediate. Do not leave it until later and do not email your concerns – the child may be put at further risk if there is a delay.
8. The DSL and CPMT, will make decisions about referrals to Children's Social Care, the police or other outside agencies;
9. Should a referral be necessary, the DSL will inform parents/carers that a referral has been made to Children's Social Care, if the parent/carers does not

already know and if there is no reason not to tell them. Parents/carers will not be informed if where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated.

10. The DSL will remain in close communication with other professionals around the child and with the family, in order to share and receive any updates about the child. If a child protection investigation is pursued, the DSL and other key school staff will work closely and collaboratively with all professionals involved in the investigation, to keep the child safe. They will attend a child protection conference and provide updated reports/information about the child and attend any subsequent child protection review conferences/core group/Early Help Intervention meetings and take an active role in the implementation of the protection plan.

What to do if you have concerns about another staff member:

If staff members have concerns about the conduct of another staff member then this should be referred to the Principal. Where there are concerns about the Principal this should be referred to the Chair of Governors. Please refer further to Steiner Academy Bristol Whistleblowing Policy.

At any time, a student may speak to a member of staff and make an allegation about another member of staff's conduct towards them. In such situations appropriate action is taken to ensure that the school carries its statutory duties relating to the handling of allegations against staff. Following an appropriate procedure ensures that students and staff are treated fairly and consistently, with appropriate support in place until the matter is resolved and that:-

- Priority is given to students' safety and staff well-being;
- The matter is resolved at the earliest opportunity;
- Confidentiality is ensured;
- Malicious allegations are exposed and dealt with.

Please refer further to Steiner Academy Bristol Allegations Against Members of Staff Policy

RESPONSIBILITY OF GOVERNING BODY

The Governing Body of Steiner Academy Bristol shall make arrangements for ensuring that their responsibilities relating to the conduct of the school are exercised concerning safeguarding and the welfare of pupils at the school. The Governing Body will ensure that the school contributes to inter-agency working in line with statutory guidance Working Together to safeguard Children 2015.

The Governing Body have a nominated Safeguarding/Child Protection Link Governor. Their role is to ensure that the school has effective policies and

procedures, that staff are adequately trained and there are adequate resources in school to meet the responsibilities. The Link Governor will champion the cause but Safeguarding will remain the responsibility of the full Governing Body.

The Link Governor will meet regularly with the Designated Safeguarding Lead and where possible, attend any team meetings. The Link Governor will report back to the Full Governing Body.

At all Full Governing Body meetings, Safeguarding will always be on the agenda.

The Governing Body will ensure that the Designated Safeguarding Lead and Child Protection Management Team are given opportunities for regular child protection supervision.

The DSL will also be given a named person to whom they can go to for support and supervision whilst maintaining the confidentiality of individual cases.

Approved by Governing Body; date _____

Signed Chair of Governing Body _____

Review Date _____

Linked Policies	PSHE	Prevention of bullying
	E Safety	First aid
	Administration of medicines	Safer recruitment
	Conduct of staff	Induction & Training
	Racist/Disability discrimination incidents	Confidentiality
	Behaviour & school rules	Health & safety
	Positive handling	Allegations against members of staff
	Whistleblowing	Site security
	Attendance	Alcohol, drugs & substance misuse
	Staff well being	Photographing children

Document Control	
Designated Governor (role)	Ella Remes
Designated Staff Member	Angie Browne

Governor Committee	Teaching and Learning
Date Approved by Governors	
Review Date	

Appendix 1:

Types of Abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical Abuse: A form of abuse which may involve hitting, kicking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual Abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues:

Children Missing from Education: All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local Authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of their going missing in the future. Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. **All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.**

Child Sexual Exploitation (CSE): Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Female Genital Mutilation (FGM): FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care. Where a teacher discovers that an act of FGM appears to

have carried out on a girl under the age of 18, there is a statutory duty upon that individual to report it to the police. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's DSL and involve Children's Social Care as appropriate.

Preventing Radicalisation: Protecting children from the risk of radicalisation should be seen as part of schools wider safeguarding duties. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to extreme ideology. It can happen in many different ways and settings.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent: All schools are subject to the duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviours which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which might include making a referral to the Channel programme.

Channel Programme: Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- Identifying individuals at risk
- Assessing the nature and extent of that risk
- Developing the most appropriate support plan for the individuals concerned

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that

would want them to embrace terrorism, and before they become involved in criminal terrorist activity.

Youth produced sexual imagery includes young people sharing images that they, or another young person, have created of themselves. A rapid increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under-18s is also illegal, however police may not always be involved. SAB uses a risk based approach to dealing with these incidents.

Appendix 2:

Procedure Flowchart

This diagram illustrates what action should be taken and who should taken and who should take it where there are concerns about a child. If at any point there is risk of immediate harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

