The HOPE Virtual School

THE HOPE
Bristol's Virtual School

Helping Our Pupils Excel

Part of the

KEEPING BRISTOL SAFE PARTNERSHIP

Safeguarding and Child Protection Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	11/10/21	Leanne Bishop	10/10/2022

Details of Policy Updates

Date	Details
24/05/18	Policy First draft written
06/12/18	Policy finalised and adopted
30/3/2020	Coronavirus addendum added
01/09/21	Update in line with new KCSIE 2021

Contents

PART 1: Policy

1. Definitions

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

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

2. Introduction

At **The HOPE Virtual School** safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. **Everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The HOPE Virtual School is committed to safeguarding and promoting the welfare of children by:

- ensuring children have access to a safe environment in which children and young people can learn;

- fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All action taken by **The HOPE Virtual School** will be in accordance with:

- **Current legislation:** Children Act 1989 and 2004; Education Act 2002 and 2011; Education and Inspection Act 2006 and The Children and Social Work Act 2017.

- **Statutory guidance:**

Working Together to Safeguard Children (2018), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition it sets out the statutory roles and responsibilities of schools.

Keeping Children Safe in Education (2021) is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

The Teacher Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Local Guidance from the Local Safeguarding Partnership: around particular safeguarding topics are available on the Keeping Bristol Safe Partnership Website.

Government guidance in relation to:

- COVID19: The full collection is available on the government website. The HOPE have created an addendum to this document to reflect changes made during lockdown or in the event of a further lockdown. These are accessible via Appendix E

- Specific topical safeguarding issues – a collection of up-to-date guidance can be found on the Safeguarding in Education Team's guidance page. https://www.bristolsafeguardingineducation.org/guidance/

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

All staff at **The HOPE Virtual School** have a role and responsibility to safeguard children and young people by:

- identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. These concerns should be discussed with the child's social worker, the Designated Safeguarding Lead at their named school and the Designated Safeguarding Lead for The HOPE Virtual School.

- being aware of the process and principles for sharing information. The HOPE has data sharing protocols in line with BCC policies.

- bearing in mind that most important consideration is whether sharing information is likely to safeguard and protect a child. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendix B.

This policy should be read in conjunction with Bristol City Council policies:

Bullying and harassment policy
Code of Conduct for Employees
Disclosure policy
Lone working Policy
Recruitment and Selection Policy
Violence and Aggression
Whistleblowing policy
Corporate Health, Safety and Wellbeing policy

Equalities Statement:

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty.

General duties include:
1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

We adhere to both the Bristol Equality Charter and Bristol Children's Charter with a view to contribute towards the One City Plan.

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

The HOPE also adheres to the principals of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998

3. Overall Aims

This policy will contribute to the safeguarding of pupils/students by:

- Clarifying standards of behaviour for staff and pupils/students in their schools through discussions at PEP meetings and if any concerns arise;
  - Contributing to the establishment of a safe, resilient and robust safeguarding ethos for Children in Care and Care Leavers built on mutual respect, and shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
  - Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
  - Setting expectations for developing knowledge and skills within the setting's community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
  - Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
  - Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership.
- Developing staff awareness of the risks and vulnerabilities their pupils/students face by addressing concerns at the earliest possible stage;
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation;

This policy will contribute to supporting the pupils/students overseen by The HOPE Virtual School by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Contributing to designing plans to meet those needs.

The HOPE Virtual School is named as a relevant agency in the Local Safeguarding Partnership (Keeping Bristol Safe Partnership). This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Keeping Bristol Safe Partnership.

4. Expectations

All staff will:

- Read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2021). Those working directly with children will also read Annex B.
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- Be subject to Safer Recruitment processes and checks in line with BCC recruitment procedures (e.g. DBS checks, references, staff member on panel who is safer recruitment trained)
- Share all relevant information to keep the child safe with the team around the child;
- Be alert to signs and indicators of possible abuse;
- Record concerns and communicate with to the DSL at the allocated school and the social worker. Summarise that the safeguarding concern has been passed on in an EYEs case note.

- In the case of an allegation involving a foster carer, the LADO will be contacted.

- **If a child is in immediate danger or is at risk of significant harm, immediate contact should be made to the child's social worker and/or the police**. The Virtual School head and The HOPE VS DSL **must** be informed and where appropriate the DSL in the child's school should be informed.

5. Training

- **All** staff members will receive appropriate safeguarding and child protection training, which is regularly updated. In addition, **all** staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- Staff are encouraged to attend additional safeguarding training, reflecting the advanced vulnerabilities of Children in Care and Care Leavers.

- Whistle blowing procedures will be covered in training so that staff know what to do if they have concerns relating to safeguarding practice within schools or the council.

- All training will be effective and comply with the law at all times. Mandatory training will be carried out by the Keeping Bristol Safe Partnership.

- The Designated Safeguarding Lead will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.

- The Designated Safeguarding Lead will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training will be in line with advice from the Keeping Bristol Safe Partnership (KBSP).

- **The HOPE Virtual School** will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.

- All staff will undertake Prevent awareness training and the DSL will provide advice and support to staff on protecting children from the risk of radicalisation.
- Online safety training for staff will be integrated and considered as part of the overarching safeguarding approach.

Role of the Designated Safeguarding Lead (DSL)
Duties are further outlined in Keeping Children Safe in Education (2021, Annex C)

The Designated Safeguarding Lead (DSL) undertakes lead responsibility for advising The HOPE staff on safeguarding and child protection within the school and liaising with the Head Teacher. Details of our DSL are available on the The HOPE Virtual School web pages and on our newsletters and information leaflets.

The broad areas of responsibility for the DSL are:

- Co-ordinating training of staff and ensure that DSL training provides them with the knowledge and skills required to carry out the role.
- Being a key point for advice and queries relating to Safeguarding and Child Protection.
- Ensuring the HOPE Virtual School is compliant with all statutory guidance and legislation around Safeguarding
- Promoting a culture of safeguarding
- Liaising with the Head Teacher around key safeguarding issues.
- Be aware of any emerging issues and changes to practice, including recommendations from any published serious case reviews and feed this back to the Virtual School team.

As well as The HOPE Designated Safeguarding Lead, the statutory guidance for Designated Teachers expects that the school's Designated Teacher and Designated Safeguarding Lead to make a significant contribution to the safeguarding and the educational achievement of children in care.

6. Creating a Culture of Safeguarding

Safer Recruitment and Selection

The HOPE Virtual School pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2021; Part 3)

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.
- All recruitment materials will include reference to The HOPE Virtual School's commitment to safeguarding and promoting the wellbeing of learners.

- **Staff Support**

The nature of safeguarding and child protection work can be stressful and traumatic. The HOPE Virtual School will support staff by providing an opportunity to talk through their anxieties with their supervising line manager and by appointment with the DSL and to seek further support, as appropriate.

- **Whole School Approach**

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

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

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

Certain groups of pupils are more likely to be identified as requiring extra support to meet their safeguarding needs. Many children in care have multiple

vulnerabilities e.g children who have additional needs, have mental health concerns and/or substance misuse, etc. It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures are put in place to support their needs.

7. What Staff Need to Know

All staff need to be aware of the systems within **The HOPE Virtual School** which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated. All staff should:

- know who the DSL is and how to contact them;
- read and understand this policy and revisit it annually or when significantly amended.
- read and understand Part 1 of Keeping Children Safe in Education 2021 annually;
- attend multi agency safeguarding training;
- discuss emerging safeguarding issues with the child's social worker at the earliest opportunity.
- adhere to Bristol City Council's Code of Conduct;
- know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and the child's social worker . Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child (see Appendix C);
- report concerns about a child/young person immediately or as soon as it is practicable to the social worker and the DSL of the named school (if appropriate); however, if a child is in immediate danger or is at risk of harm, contact should be made to child's social worker or the police immediately;
- be aware of signs of abuse or neglect (see Appendix D);

- be aware of whistleblowing procedures, both within BCC and in individual schools, regarding safeguarding practices. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

  - General guidance can be found at: Advice on whistleblowing https://www.gov.uk/whistleblowing

  - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

- Regulated professionals have a mandatory reporting duty to report cases of known FGM. Teachers are considered regulated professionals. The duty requires that they themselves report known incidents to the police via 101. This cannot be delegated to the Designated Safeguarding Lead. Report their concerns to the Head Teacher of the school, Virtual School Head Teacher and social worker if they think a pupil/student may be at risk of radicalisation or involvement in terrorism;

- Report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns must be reported directly to the Virtual School Head Teacher. If the concern relates to the Head Teacher it should be reported to the Director of Education and Skills, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required, following guidance in **KCSIE 2021- Part four: Allegations of abuse made against teachers and other staff**;

8. **Key Safeguarding Areas**

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address which are hyperlinked:

- Children in the court system
- Children affected by parental offending/imprisonment.
- Children missing from education – including persistent absence.

- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- Domestic Abuse
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health
- Peer on Peer/ child on child abuse:
  - ➢ Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
  - ➢ Abuse in intimate personal relationships between peers.
  - ➢ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
  - ➢ Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
  - ➢ Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
  - ➢ 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.
  - ➢ Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
  - ➢ Upskirting, 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 (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Preventing Radicalisation (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young Carers

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (2021; Annex B); the NSPCC website - Types of Abuse;

And for localised resources for education settings The Bristol Safeguarding in Education website.

Part 2: Procedures

Reporting Concerns

All staff are clear about recording and reporting concerns in a timely way. In the case a learner is in immediate danger, staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in Appendix B. This includes responses to peer on peer harm and learners who present with a mental health need.

Sharing information

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

Staff at the setting are aware that:
> 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
> Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2018.

There may be times when it is necessary to share information without consent such as:

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

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

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

Involving Parents and Carers

In general, the child's social worker will discuss any child protection concerns with parents/carers before approaching other agencies, and will make a referral to another agencies as required. However, there may be occasions when The HOPE would contact the social worker, police or LADO **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Multi Agency Working

The HOPE Virtual School is a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance Working Together to Safeguard Children 2018.

Occasions that warrant a statutory assessment under the Children Act 1989:
•   If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
•   Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

Th HOPE Virtual School will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring

representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

If the concern relates to a child who is not in care, referrals should be made to First Response by phone (0117 9036444); in less urgent cases, staff should use the web form to contact First Response.

We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings and risk management meetings.

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

If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response.

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

1. Exclusions

When the school is considering excluding a Child in Care, they must follow the exclusions protocol.
https://www.bristol.gov.uk/documents/20182/393156/Exclusions+Process+October+2017/837001c7-5e85-0e75-4b51-2010dd858fda

If there is a risk of permanent exclusion, The child's school will call a multi agency risk-assessment meeting and The HOPE Virtual school will attend this, prior to the school making the decision to exclude.

2. Private Fostering Arrangements

Where schools and colleges have not been involved in making the arrangement but a member of staff becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this, in the first instance, with the DSL of the child's school. The school or college should notify the local authority of the circumstances, via First Response. Once notified, the local authority will check that the arrangement is suitable and safe for the child.

3. FGM Reporting Guidance

- **Mandatory reporting duty:**

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

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

- **Attendance/Extended holiday requests:**

  Requests for holidays during term time are ordinarily refused and are only granted in exceptional circumstances, following receipt of a written request by social workers and supported by the on roll school in good time.

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

7. Children Missing from Education/ Pupil's Missing Education

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

The HOPE carefully monitors both CME and PME Children in Care and The HOPE has an Inclusion and Participation Lead who has oversight of this.

The child's named school must inform the local authority and The HOPE Virtual School, via Welfare Call or directly if the school do not receive calls from Welfare Call of any pupil who fails to attend school, or has been absent without the school's permission The school should follow the guidance detailed in Children Missing Education (2016) and Bristol City Council Education Welfare Service – Children Missing Education available at:

https://www.bristol.gov.uk/documents/20182/34960/CME+Guidance+for+schools/2dc4792d-7d3f-8b57-5aa8-3b305fda4cb8

8. Prevent

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the 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. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the

programme is entirely voluntary at all stages. To make a referral, complete the referral form and send it to the Police Prevent Team at:

 ChannelSW@avonandsomerset.pnn.police.uk

For advice and guidance in making a referral or about a student causing concern: Tel. 01179 455536/9 – also contact First Response.
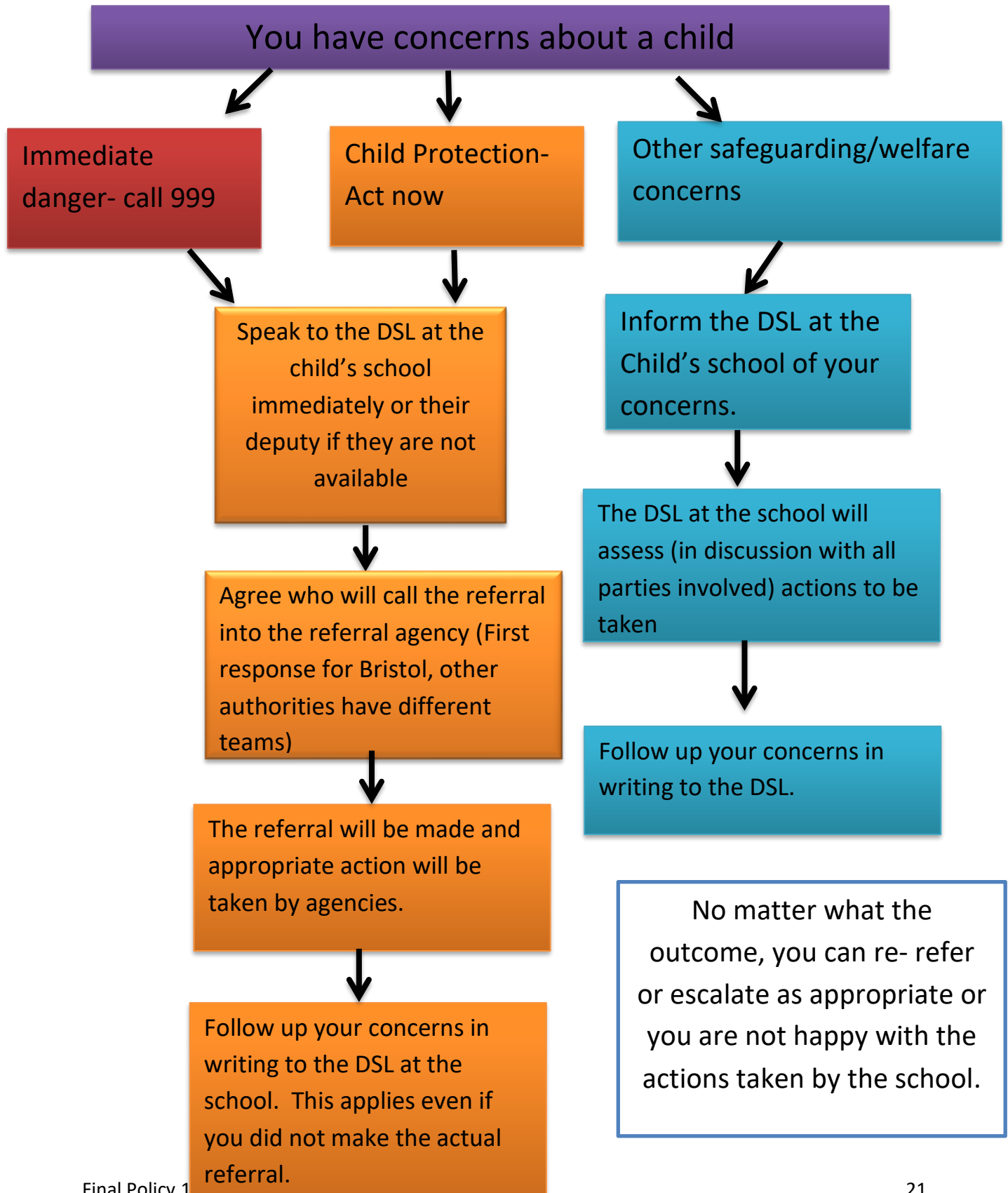
Appendix A

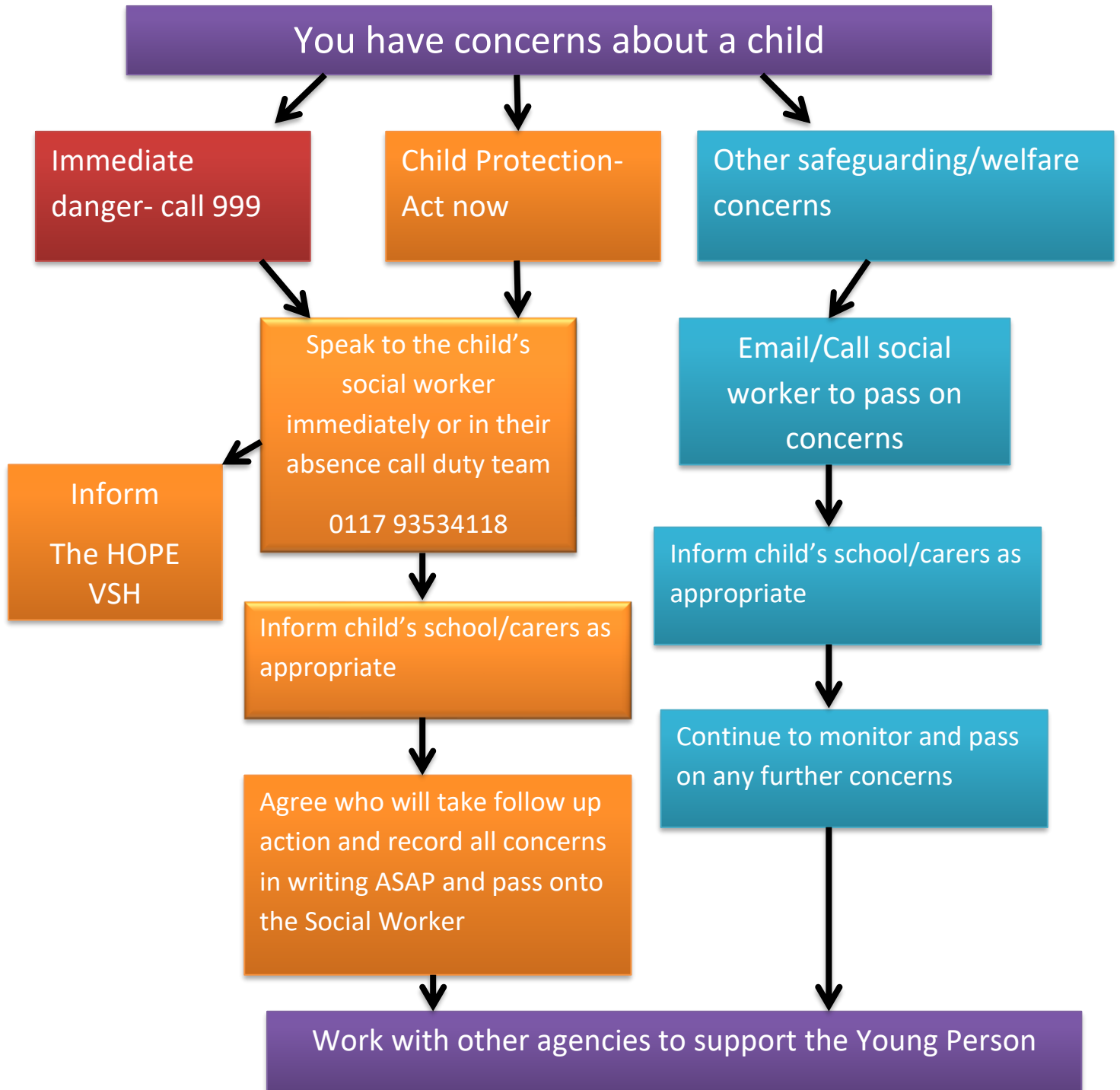**Key Documentation, procedures and guidance**

- Keeping Children Safe in Education (2021)
- What to do if you're worried a child is being abused (2015)
- Working Together to Safeguard Children (2018)
- The Designated Teacher for looked after and previously looked after children (2018)
- Prevent Duty Guidance for England and Wales (2015).
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015).
- The Teachers' Standards (2012)
- Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
- Listening to and involving children and young people (2014)
- Alternative provision (2016)
- Behaviour and discipline in schools (2015)
- Children Missing Education (2016)
- Promoting the Education of Looked After and Previously Looked After Children (2018)
- Parental responsibility measures for behaviour and attendance (2013)
- School exclusion (2015)
- Multi-Agency statutory guidance on female genital mutilation (2016)
- Supervision of activity with children (2012)
- Disqualification under the Childcare Act 2006 (2015)
- Education for children with health needs who cannot attend school (2013)
- Inclusive schooling: children with special educational needs (2001)
- SEND code of practice: 0 to 25 years (2015)
- Supporting pupils at school with medical conditions (2015)

Appendix B i)

Reporting Concerns Flow Chart for Children who are not in Care-

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                    You have concerns about a child
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Immediate danger- call 999

Child Protection- Act now

Other safeguarding/welfare concerns

Speak to the DSL at the child's school immediately or their deputy if they are not available

Inform the DSL at the Child's school of your concerns.

Agree who will call the referral into the referral agency (First response for Bristol, other authorities have different teams)

The DSL at the school will assess (in discussion with all parties involved) actions to be taken

The referral will be made and appropriate action will be taken by agencies.

Follow up your concerns in writing to the DSL.

Follow up your concerns in writing to the DSL at the school. This applies even if you did not make the actual referral.

No matter what the outcome, you can re- refer or escalate as appropriate or you are not happy with the actions taken by the school.

Flow chart of concerns around CIC

You have concerns about a child

Immediate danger- call 999

Child Protection- Act now

Other safeguarding/welfare concerns

Speak to the child's social worker immediately or in their absence call duty team

0117 93534118

Inform

The HOPE VSH

Email/Call social worker to pass on concerns

Inform child's school/carers as appropriate

Inform child's school/carers as appropriate

Agree who will take follow up action and record all concerns in writing ASAP and pass onto the Social Worker

Continue to monitor and pass on any further concerns

Work with other agencies to support the Young Person

No matter what the outcome, keep monitoring and re refer or escalate as appropriate.

Participate in all assessments or plans.

Appendix B ii)

If you have concerns about a child….

If a child is at IMMEDIATE RISK call the POLICE	**POLICE 999/112**
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response.	**FIRST RESPONSE 0117 9036444** (Out of Hours Emergency Duty Team 01454 815 185)
To make a NON-URGENT referral contact FIRST RESPONSE using the online form (must have parent / carer consent).	FIRST RESPONSE https://www2.bristol.gov.uk/form/child-or-young-person-request-support-or-report-concern
To raise concerns and ask for advice about extremism (also contact First Response)	PREVENT TEAM 01278647466 channelsw@avonandsomerset.pnn.police.uk
For advice and guidance about whether to make a referral	Families in Focus Team North Bristol - 0117 3521499 East/Central Bristol - 0117 9415886 South Bristol – 0117 9037770

For information, advice and guidance in relation to safeguarding policy and procedures.	Schools Safeguarding Advisors		
	North Bristol Lesley O'Hagan 0117 9223786 07901 102652	East/Central Bristol Henry Chan 0117 9224282 07464 989157	South Bristol Esther Lambert 0117 9222832 07464 989158

If you have concerns about a professional working with child…

To raise concerns and ask for guidance in relation to the conduction of someone who works with children	Local Authority Designated Officer (LADO) Nicola Laird 0117 9037795

Appendix B iii)

Other Local Authority Contacts

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

- **01454 866000** - **Access and Response Team** Monday to Friday 9-5pm
- **01454 615165** - Out of hours/Weekends

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

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

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

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

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

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

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

Remember in an emergency please ring **999/112**

For children in any other authority please call first response for the contact details.

Appendix C

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.

- Do not communicate shock, anger or embarrassment.

- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.

- Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.

- Encourage the child to talk but do not ask "leading questions" or press for information.

- Listen and remember.

- Check that you have understood correctly what the child is trying to tell you.

- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.

- It is inappropriate to make any comments about the alleged offender.

- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.

- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

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

Recognise – Respond – Reassure – Refer - Record

Appendix D

Types of abuse and neglect

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision

	(including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.	**Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Appendix E: COVID 19/extended school closure procedures

During the extended school closures, the main priority of The HOPE is to safeguard children and protect their placements. To ensure this, The HOPE staff members will have regular contact with foster carers and will be there to advise and support them on educational matters. The member of staff will ascertain if the child is attending school or at home during this period and how the carers are managing this. The HOPE in line with government policy, expects that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. The social workers will be responsible for the risk assessment of this situation.   Regularity of contact from The HOPE team with the carers will depend on factors such as:

- If the child is attending school

- The stability of the foster placement

- Levels of individual safeguarding concerns

- Levels of contact with other agencies such as social workers.

All contact with carers will be recorded in 2 ways

1. On the carers allocation spreadsheet, the date of contact and if the child is at home or at school

2. The details of the call on the child's case note record on EYES.

Any concerns arising from these conversations will be shared with the child's social worker and if necessary, with line managers at the HOPE. The HOPE DSL can be available at any time on the phone to talk through any concerns.

Many young people will be accessing online learning and it is the responsibility of the child's school to ensure the safety and content of this learning, however, The HOPE staff can advise carers on online safety where necessary and will communicate any concerns back to the school and/or relevant agencies.

There will be ongoing communication between schools, social care staff and The HOPE team members around individuals to respond to any concerns they raise, including notifying if a child does not attend school when expected.

Wherever possible the children will continue to attend their on roll provision. If for any reason the child needs to attend a different setting or move setting, this will be done in consultation with the child's social worker and The HOPE team.

The HOPE will continue to follow advice and guidance during this time from Central Government and Bristol City Council and understand that the response to this will be continually evolving.