



# Clifton High School

co-educational nursery pre-school to sixth form

<b>Policy applies from EYFS to Sixth Form</b>	<b>Child Protection and Safeguarding – Welfare of Pupils</b>
Date policy updated	01.09.2019
Date Policy to be reviewed	01.08.2020 or earlier to reflect any changes in legislation
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***Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.***

As part of child protection and safeguarding, Clifton High School provides useful and appropriate support to pupils facing difficulties, recognising the right to confidentiality of the pupil, the rights of parents and the limitations all staff, volunteers and visitors working Clifton High School.

### **At the start it is**

- Important to establish and clarify your role with the pupil
- Useful to make a note of any discussions and date

### **Confidentiality – Refer to the Confidentiality Policy**

- Members of staff cannot offer absolute confidentiality
- It is not breaking confidentiality to discuss a problem formally with a more experienced colleague

### **When raising a concern, pupils should be made aware that certain information must be passed on when**

- A pupil is in danger
- Someone else is in danger
- There is a legal obligation for example, to the Police or Children's Social Services

### **Who is the best person to manage the problem?**

In most cases, the class teacher or tutor is the best person to reassure and manage the problem. It is important to bring a situation to the attention of the Assistant to the Deputy Head. If the pupil raises a concern that requires the input of the DSL OR DSLs then they will jointly co-ordinate the required action. The DSL OR DSLs will liaise with the Head of School and other agencies as necessary.

**How to manage the problem**

- Use the National Assessment Framework Triangle. Refer to Appendix 1
- It is important that the pupil is given time but this cannot be unlimited
- It is advisable for a class teacher or tutor to state a time limit. This will allow time schedules to be kept to while recognising the need of the pupil and creating an appropriate time and space for further discussion
- Offer support and suggest practical help
- Be clear and consistent

**Written Records**

To assist in the management of long term and more difficult concerns, it is useful to produce a written contract of the main summary points and targets that the class teacher or tutor and the pupil have agreed.

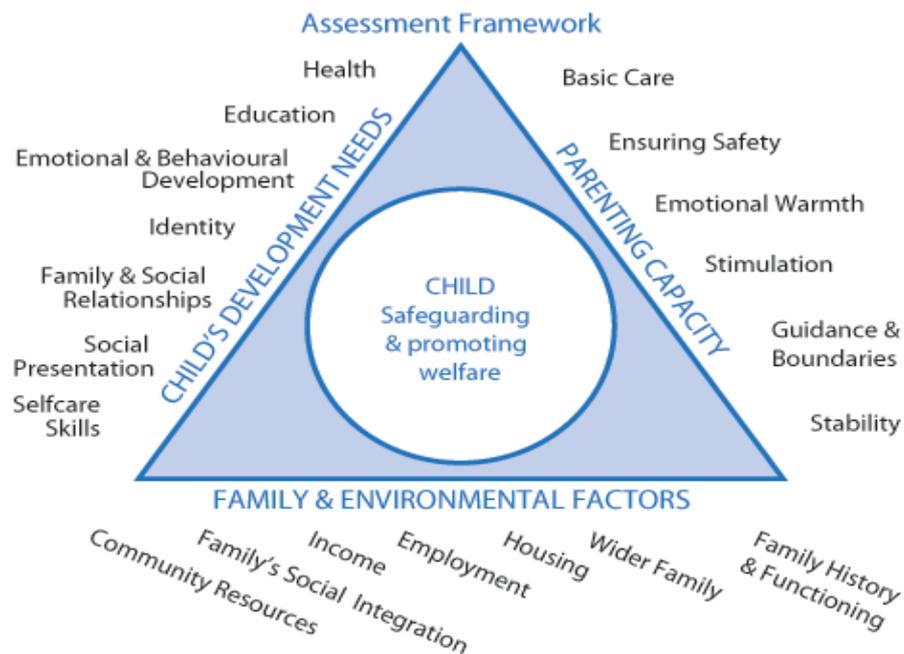
**The role of Parents**

At regular intervals the pupil should be encouraged to talk to their parents; Clifton High School can help to facilitate this if required. It is not appropriate for Clifton High School to assume total responsibility for the pupil.

## Appendix 1 (1 of 2)

### The National Assessment Framework Triangle (Single assessment Framework (SAF) 2015)

The revised 'Working Together' 2015 guidance is clear that a good assessment of the pupil's welfare is one that investigates the following 3 fields, set out in the diagram below:



At Clifton High School this framework is used as a tool to give background information about the pupil's welfare and assess the needs of families for early help.

This document can be found in the staff area of the Clifton High School website.



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## Appendix 1 (2 of 2)

### Confidential Child Welfare Record Sheet

Pupils Name				
Date of Birth		Age		Form

Your relationship with pupil	Class teacher <input type="checkbox"/> Form teacher <input type="checkbox"/> Other <input type="checkbox"/>
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Using the Assessment Framework attached, please

- Make comments covering each section of the triangle using the topics as prompts
- Give evidence of all statements made
- Comment on strengths as well as problem areas

Pupil's Developmental Needs
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Parenting Capacity
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Family & Environmental Factors
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Completed by	
Name	Role
Signature	Date