



Midsomer Norton Schools Partnership

Issued: September 2022
Last review: July 2022
Review: Term 6 annually
LST: AWI

CHILD PROTECTION AND SAFEGUARDING POLICY

If you are unable to contact the Chair of Governors or Headteacher at one of the Trust Schools regarding a Safeguarding concern, please contact the CEO, Alun Williams or the Safeguarding Trustee Sarah Baldwin via Sharon Crane, Trust PA.

Pupils should report any safeguarding concern they may have or child-on-child abuse, etc to a member of staff in their school. The member of staff must then pass this information on to the safeguarding team or directly to the DSL for necessary actions

Victims of any abuse will always be taken seriously and should never feel ashamed about any incident they are reporting. Victim—blaming will not be tolerated in any Trust school.

Part A: Core Operational Policies and Procedures	3
1 Purpose of policy	3
2 Roles and responsibilities	3
3 Safeguarding children	7
4 Child protection procedures	8
5 Early Years settings within schools	12
6 Safer recruitment	14
7 Staff practice and conduct	20
8 Health and safety and risk assessments	22
9 Boarding Settings	22
10 Working across the Trust	23
Part B: Additional safeguarding policies and procedures	25
1 Non-collection of children from school	25
2 Children who are missing from education or home educated	25
3 Mental health	26
4 Child on child abuse	26
5 Harmful sexual behaviour, sexual violence and sexual harassment	27
6 Child Criminal Exploitation (CCE)	29
7 Child Sexual Exploitation (CSE)	29
8 County Lines	30
9 Domestic abuse	30
10 Prevention of radicalisation	30
11 Honour Based Abuse	31
12 Forced marriage Guidance	31

13	<i>Mandatory reporting of Female Genital Mutilation (FGM)</i>	31
14	<i>Private Fostering</i>	32
15	<i>Online safety/ Cyber Crime</i>	32
16	<i>Child Abduction</i>	33
17	<i>Modern Slavery</i>	33
18	<i>Opportunities to teach safeguarding</i>	33
19	<i>Equalities Incidents</i>	34
20	<i>Looked after and previously looked after children and care leavers</i>	34
21	<i>Children with special education needs or disabilities (SEND)</i>	34
22	<i>Safeguarding vulnerable groups</i>	34
23	<i>Contextual safeguarding for young people</i>	34
24	<i>Children requiring mental health support</i>	35
25	<i>Other relevant safeguarding documentation</i>	35
<i>Appendix 1</i>	<i>Local procedures template</i>	37
<i>Appendix 2</i>	<i>Concern referral form including body map</i>	38
<i>Appendix 3</i>	<i>Front Sheet for CP/Welfare Concerns File</i>	41
<i>Appendix 4</i>	<i>Chronology</i>	42
<i>Appendix 5</i>	<i>Transfer of records form</i>	43
<i>Appendix 6</i>	<i>Flow chart for Children in Need Procedures</i>	44
<i>Appendix 7</i>	<i>Flow chart for process of managing an allegation of abuse by a member of staff (including support staff)</i>	45
<i>Appendix 8</i>	<i>Designated CP Staff at MNSP Home Schools</i>	46
<i>Appendix 9</i>	<i>KCSIE 2022 Revisions made by the Trust Working Party</i>	52

The term safeguarding covers a wide area and numerous policies which all staff should be aware of. These policies and procedures are detailed below and can be found on the MNSP web site <https://www.midsomernortonschoolspartnership.com/documents.htm>

- Attendance
- Ambulance
- Health and safety
- Child Protection
- Complaints
- Bullying, including cyber-bullying
- Physical intervention
- Meeting the needs of pupils with medical conditions
- First Aid
- Drug and substance misuse
- Educational visits
- Intimate care
- Internet/e-safety
- School security - CCTV
- Code of Conduct
- Safer Recruitment
- Disclosure and Barring Service checks
- Prevention of Radicalisation
- Whistle blowing
- Relationships and Sex Education (RSE)
- Positive mental health
- Data protection and Data Breach

Part A: Core Operational Policies and Procedures

1 Purpose of policy

This policy sets out how the Multi-Academy Trust (the “Trust”) intends to meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare and mental and physical health of children and help them to achieve good outcomes. The Trust will implement this policy to provide a safe learning environment and ensure school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm. The impact of this work will be evaluated by the Trust, LA, DFE and by Ofsted under the current relevant Education Framework. The Trust will operate with integrity in all its policies, procedures and practice in relation to keeping children safe.

2 Roles and responsibilities

2.1 Local Authority Children’s Services

The relevant Local Authority for each Trust school is responsible for the following:

- Co-ordinating the delivery of integrated children’s services within the Local Authority, including an early help service;
- Providing statutory social work services under the Children Act 1989 and the Children and Social Work Act 2017; Working Together 2018; Keeping Children Safe In Education 2022 and all associated guidance and other relevant legal frameworks*, and for sharing the fact that a child has a social worker;
- Dealing with allegations against members of staff (including support staff) and volunteers through the Local Authority Designated Officer (LADO);
- Taking responsibility for those children who are not in education, including children who are known to be home educated;

Details of the South West Child Protection Procedures (SWCPP) for each of the respective local authorities can be found on this website: <https://www.proceduresonline.com/swcpp/>

Bath and North East Somerset Community Safety & Safeguarding Partnership –

<https://beta.bathnes.gov.uk/report-concern-about-child>

- Office hours: [01225 39 61 11](tel:01225396111) or [01225 47 79 29](tel:01225477929)
- Out of hours: [01454 61 51 65](tel:01454615165)
- <https://bccsp.bathnes.gov.uk/professional-working-guidance-policies-procedures>

Somerset Safeguarding Children Partnership - <https://sscb.safeguardingsomerset.org.uk/>

- Early Help Advice Hub on 01823 355803
- Children's Social Care on 0300 123 2224
- Consultation line for DSLs and GPs on 0300 123 3078
- <https://www.proceduresonline.com/swcpp/somerset/index.html>

North Somerset Safeguarding – <https://www.northsomersetsafeguarding.co.uk/>

- Office hours: 01275 888 808
- Out of hours and weekends: 01454 615 165
- <https://www.proceduresonline.com/swcpp/northsomerset/index.html>

**Unless otherwise specified, a reference to any document or statutory provision is a reference to it as amended, extended or re-enacted from time to time and shall include all subordinate documents or guidance made from time to time and all orders, notices, codes of practice and guidance made under it.*

2.2 The Trust

The Trust will ensure that each school meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- Schools have the required local procedures and these are regularly monitored, reviewed and updated where necessary;
- Schools are able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory services and that children's plans are implemented and monitored;
- There is a nominated safeguarding governor in each school with responsibility for liaising with the relevant Local Authority on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher;
- In each school a senior member of staff is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence;
- In each school there is a designated teacher nominated to promote the educational achievement of looked after and previously looked after children and that this person has received appropriate training for their role;
- All staff receive a thorough induction on the Trust's approach to safeguarding, as soon as possible after joining and at most within seven days of their start date. Staff are given copies of all relevant safeguarding and child protection policies including the Trust Staff Code of Conduct and are required to read them;
- All staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at each school and there are robust whistleblowing procedures in place;
- All adults working in schools in the Trust are clear about low level concerns and how to report them.
- Steps are taken to ensure parents and pupils are aware of the Trust's safeguarding and child protection policies and procedures;
- Steps are taken to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including online '[Teaching online safety in schools 2019](#)';
- Identified local governing body members undertake regular checks of the school's single central register, including "deep-dive" reviews of personnel files;
- Appropriate written procedures are in place to ensure safer recruitment practices and reasonable checks on visitors to each school, to deal with allegations against staff (including support staff) or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis;
- At least 1 member of each local governing body or a Trustee has undertaken accredited safer recruitment training;
- All staff receive safeguarding and child protection training at least every year and receive regular updates (eg: via email, e-bulletins and staff meetings) as required, but at least annually, from the designated safeguarding lead to ensure they remain up to date with new legislation and current local and national safeguarding issues;
- Each school has procedures in place to deal with allegations made against other pupils. (*Please refer to individual school behaviour policy as well as child on child section of this policy*);
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children, and there is a robust system in place for gaining feedback from pupils; and
- Schools are aware of the new local arrangements set by the relevant safeguarding partners, including child death review partner. <https://www.gov.uk/government/publications/child-death-review-statutory-and-operational-guidance-england>
- The Trust has an important role to play in supporting the physical and mental health and wellbeing of their pupils. Governing bodies and proprietors should have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. ([Mental health and behaviour in schools 2018](#)).
- That appropriate internet and IT filtering is in place and this is reviewed regularly.

2.3 Schools and head teachers

The head teacher in each school will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly and have read all the Trust’s safeguarding and child protection policy, behaviour policies, national guidance and the relevant Local Authority children missing from education policy so that they are fully aware of their role in safeguarding children and are able to fully implement policies;
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services;
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals to the relevant Local Authority Children’s Services;
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child’s plan, attending network meetings and case conferences, monitoring children’s progress and liaising with social workers;
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff;
- The school offers a safe environment for staff and pupils to learn, and for children who may have concerns to report them;
- The school curriculum details how children are educated to be safe and to recognise and stay safe from abuse including on-line;
- The school curriculum teaches pupils about British Values so that they are tolerant and call out prejudicial or harmful behaviours including – sexism, misogyny, homophobia and biphobia, sexual harassment and abuse, etc.
- The school recognises the importance of contextual safeguarding, namely that child safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments;
- Safeguarding issues are brought to the attention of the local governing body.
- Low level concerns are recorded appropriately
- Make parents and carers aware of the content pupils will see on line whilst working in school

2.4 Role of the designated safeguarding lead

In each school, the role of the designated safeguarding lead and their deputy/deputies is to take lead responsibility for safeguarding and child protection within the school and to be available during school hours for staff to discuss safeguarding concerns. Each school has [Local Procedures](#) which are made available to staff.

The designated safeguarding lead (and their deputy/deputies) will:

- liaise with and manage referrals to relevant agencies such as the relevant Local Authority Children’s Services, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- keep the head teacher and the local governing body informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals;
- ensure the local safeguarding and child protection procedures are up to date and consistent with Local Safeguarding Children Board policies and that local procedures are reviewed annually;
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them;
- attend regular training (in line with BCSSP requirements), including Prevent awareness training, Child Protection Forums meetings hosted by the relevant Local Authority in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- provide regular updates received from the relevant Local Authority and BCSSP to all staff members and governors on any changes in safeguarding or child protection legislation;
- have an awareness of those children who may be in need, young carers and children who have special educational needs / disabilities and liaise with the SENDCO when considering any safeguarding action for a child with special needs;

- liaise with the designated teacher for LAC/Post LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes;
- provide a link between the school and other agencies, particularly the relevant Local Authority Children's Services and the relevant Local Authority Local Safeguarding Children Board;
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 3 years and receive regular updates (eg: via email, e-bulletins and staff meetings) as required, but at least annually;
- ensure parents are fully aware of the Trust policies and procedures and that they are kept informed and involved; and
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support to the child on transfer (in line with Trust retention of records policy).
- have a good awareness of pupils who need a social worker and may be at greater risk of harm and liaise with social workers regarding individuals when concerns arise.
- liaise with pastoral staff and external agencies to provide mental health support to pupils to those identified as needing intervention.
- hold and use information from Local Authorities so that decisions can be made in the best interest of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.
- Encouraging staff to have a 'professional curiosity' where children may not be ready to disclose abuse, exploitation or neglect.

2.5 Working with parents and carers

The Trust recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils. As such, schools will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school website or on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- consult with and involve parents and carers in the development of local procedures to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers; and
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

2.6 Multi-agency working

Trust schools will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004, [Working together to safeguard children 2018](#) and *Keeping Children Safe in Education 2022*.

The Trust recognises its vital role in safeguarding school-age children and schools will co-operate with the relevant Local Authority to ensure joint working with partner agencies in order to improve outcomes for children. The Trust also recognises that all staff have a role to play in safeguarding children.

2.7 Inspection

Since September 2019, Ofsted's inspections of early years, schools and post-16 provision are carried out under: [Ofsted's Education Inspection Framework](#). Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: [Inspecting safeguarding in early years, education and skills settings](#).

3 Safeguarding children

The Trust will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment;
- preventing impairment of children's mental and/or physical health or development;
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully;
- educating children to enable them to live safely now and in the future; and
- taking action to ensure the above aims are made and escalating concerns if the Trust perceives other parties are not fulfilling their statutory obligations.

Schools will refer to the relevant Local Authority thresholds and eligibility criteria to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

3.1 Early help cases

In each school, staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
- young carers
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;
- children at risk of exploitation through modern slavery and trafficking;
- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
- children who have returned home from care;
- children who show early signs of abuse or neglect;
- children at risk of radicalisation;
- privately fostered children.

Where the child's extra needs require services, consideration will be given to what early help support can be offered to a child by the school.

If the child requires an early help service from another agency, the school will make a referral to the Early Help service for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

Where the child is receiving an Early Help service, the school will work as part of the Team around the Child and take up the role of lead professional where this is appropriate.

Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given to making a referral for a statutory social work service.

3.2 Request for Service (Referral) for a statutory social work service

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the designated safeguarding lead or their deputy are most likely to have the most complete safeguarding overview. Following consultation the designated safeguarding lead should decide on whether to make a request for service to the relevant Local Authority Children's Services.

Where the risks identified do not meet the threshold for a strategy meeting but there is concern that a section 17 child in need assessment might not be the right course of action, the concern is passed on to the relevant Local Authority MASH team to gather relevant information from other agencies in order to make the recommendation of which route to pursue.

The relevant Local Authority should inform the school within 24 hours of the outcome of any referral and what action the relevant Local Authority Children's Services will be taking. This may include any of the following:

- Carrying out a single assessment to identify the child's needs and establish if the child is a **child in need** under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
- Convening a **strategy meeting under child protection** procedures as set out in section 4 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.
- Providing services for the child and their family in the meantime whilst work is on-going (including details of services).

4 Child protection procedures

4.1 Role of Trust schools

Trust schools will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (*DfE 2018*)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- What to do if you're worried a child is being abused (*DfE2015*)
[What to do if you're worried a child is being abused - Publications - GOV.UK](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused)
- The South West Safeguarding Children Board child protection procedures
<https://www.proceduresonline.com/swcpp/>
- Keeping children safe in education (*DFE 2022*)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf
- Mental Health and Behaviour in Schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Teaching online safety in schools
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

In line with these policies and procedures, each school will:

- Identify those pupils where there are child protection concerns and make a referral to the relevant Local Authority Children's Services;
- Attend child protection case conferences in order to effectively share information about risk and harm;
- Contribute to the development and monitoring of child protection plans as a member of the core group (for children who are not deemed to be at risk but who have a child in need plan, the school will contribute to the development and monitoring of that plan); and
- Carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

4.2 Recognition

Trust staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead. The designated safeguarding lead in each school will ensure staff are aware of the definitions of significant harm and specific indicators that a pupil may be suffering significant harm.

Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the duty social worker on a no-names basis.

4.3 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should:

- Listen to what is said without displaying shock or disbelief and accept what the child is saying;
- Allow the child to talk freely;
- Reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the relevant Local Authority Children's Services;
- Reassure the child that what has happened is not their fault and that they were right to tell someone;
- Not ask direct questions but allow the child to tell their story;
- Do not interrogate the child or ask leading questions. Clarify if necessary what has been said to you so that you are clear. Use his/her words. (Give an option to write if appropriate).
- Not criticise the alleged perpetrator;
- Explain what will happen next and who has to be told; and
- Make a formal record and pass this on to the designated safeguarding lead.
- Make notes and then write them up. Include date and time. Describe any observable behaviour.
- Local procedures should be followed for recording disclosure e.g. MyConcern, incident logs etc.

4.4 Request for Service (Referral)

Where possible, a decision on whether or not to refer a pupil to the relevant Local Authority Children's Services should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns. However, this should not delay any referral and any member of staff may make a referral if this is necessary, but staff must discuss the matter with a member of the senior management team and take advice from the Duty social worker. The designated safeguarding lead should be informed as soon as possible.

Referrals should be in writing using the relevant paperwork completed either by the teacher raising concerns or by the designated safeguarding lead. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing immediately via the correct form. Referrals for disabled children can also be made using the relevant form or directly to Disabled Children's Services.

Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a "no names" basis with the Duty social worker to obtain advice on how to proceed.

Parental consent must be sought prior to the request for service being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.

All referrals should be acknowledged by the Children and Families Duty and Assessment Team within 24 hours and the referrer informed of what action will be taken.

If the school does not think the child's situation is improving within a reasonable timescale following referral, this should be taken up with the relevant Local Authority Children Services.

Children may need a social worker due to safeguarding or welfare needs. Children may need this due to abuse, neglect and complex family circumstances. A child's experience of adversity and trauma can leave them feeling vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Findings from the Children in Need review, ['Improving the educational outcomes of Children in Need of help and protection'](#) contains further information; the conclusion of the review, ['Help, protection, education'](#) sets out action Government is taking to support this.

4.5 Attendance at case conferences and core groups

The designated safeguarding lead will liaise with the relevant Local Authority Children's Services to ensure that all relevant information held by the school is provided to the relevant Local Authority Children's Services during the course of any child protection investigation.

The designated safeguarding lead will ensure that the school is represented at child protection case conferences and core group meetings:

- Where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend;
- Failing that, the designated safeguarding lead or their deputy will attend; and
- If no-one from the school can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

4.6 Monitoring

Where a pupil has a child protection plan in place and the school has been asked to monitor their attendance and welfare as part of this plan:

- Monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead and this will be shared in preparation for the conference or with the social worker if needed separately to the conference;
- The completed monitoring information will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings; and

- The designated safeguarding lead will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing and will report to other Local Authority staff as required.

4.7 Records

Each school within the Trust has its own arrangements for record keeping, which can be found in the school's [Local Procedures document](#).

Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.

The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

Records should show:

- Front sheet for CP/Welfare concerns;
- Chronology sheet detailing all CP issues and actions over time;
- What the concerns were;
- What action was taken to refer on concerns or manage risk within the school;
- Whether any follow-up action was taken;
- How and why decisions were made;
- Who was notified of the concerns; and
- Any other relevant paperwork including body maps etc.

Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken. The monitoring/incident form must be completed:

- Whenever concerns arise or there is a serious incident or
- Where a child is being monitored, prior to a case conference or core group meeting.

Where a child who is subject to a child protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school.

Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste unless the record contains information about sexual abuse, in which case the record should not be destroyed; this will be done in accordance with the Records Retention Policy.

4.8 Confidentiality and information sharing

All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent.

If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act 2005; otherwise consent should be sought from parents.

Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with the relevant Local Authority Children's Services and make appropriate referrals. Equally, where a child protection investigation is taking place, schools and colleges must share any information about the child requested by the relevant Local Authority Children's Services.

Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure.

Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the Duty and Assessment team on a “no names” basis to gain advice on whether this course of action should be taken.

Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.

In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school’s duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the relevant Local Authority Children’s Services.

5 Early Years settings within schools

This section relates directly to primary schools with nurseries and/or reception classes, but much also applies to all schools.

5.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), each school must meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

All schools will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

5.2 Suitable people

Schools will follow the Safer Recruitment Policy set out in section 6 of this Policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this Policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school’s expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff (including support staff) in the early years setting, the school will follow the Trust Policy.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

5.3 Staff training, skills and supervision

Schools will ensure that:

- All staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- All policies set out in section 7 of this Policy will apply equally to early years staff;
- All early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;
- All early years staff are able to communicate effectively in English both orally and in writing;
- A member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips; and
- Each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

5.4 Staff ratios

Schools will ensure that:

- Staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- Parents are kept informed of staff members and numbers; and
- Children are kept within staff sight and hearing at all times.

For nursery classes:

- There will be at least one member of staff for every 13 children;
- One member of staff will be a qualified teacher or hold other suitable qualifications relevant to the role; and
- At least one member of staff will hold a full and relevant level 3 qualification.

For reception classes:

- Class sizes will be limited to 30 pupils; and
- Classes will be led by a qualified teacher supported by suitably qualified support staff.

For before and after school provision, schools will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

5.5 Health

Schools will:

- Promote the health of children attending the early years provision;
- Take necessary steps to stop the spread of infection;
- Administer medicines only in line with the school's policy;
- Take appropriate action where children are ill;
- Ensure any meals provided are nutritious and prepared in a hygienic manner; and
- Notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

5.6 Health and safety and suitability of premises

Schools will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

Schools have specific procedures for ensuring that records of parents details, and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as procedures for dealing with uncollected children.

5.7 Managing behaviour

Schools will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the Trust policy, local procedures and any plans which will be specific for each child depending on their situation.

6 Safer recruitment

MEMBERS OF STAFF INVOLVED IN RECRUITMENT MUST ENSURE THEY ARE FOLLOWING THE TRUST'S PUBLISHED [SAFEGUARDING PROCEDURES DOCUMENT](#).

6.1 General principles

The Trust recognises safer recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in each school are suitable to do so and do not pose any kind of risk to children.

All schools will follow the *Keeping Children Safe in Education* guidance (DfE 2022).

- The relevant school will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors in accordance with statutory requirements. These checks will include an online soft search on short-listed candidates;
- No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed. In exceptional circumstance as determined by the CEO a risk assessment will be completed, the result of which may permit a member of staff to work with supervision;
- Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 6.4);
- All job advertisements and application forms will clearly state that the role is one in which safeguarding is of prime importance and that applicants will be expected to agree to undergo DBS and other checks as part of safer recruitment practices;
- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools will take up the safer recruitment training offered through the relevant Local Authority Children's Services or any other accredited training provider.
- Although the head teacher will have day-to-day responsibility for the recruitment of staff, the local governing body will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out. This could be in the form of a compliance statement;

- School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen;
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity;
- The head teacher in each school will be responsible for keeping a single central record of all staff and volunteers who work at the school;
- The single central records should include details of all checks carried out and the outcome of these checks or any certificates obtained;
- Where the school has salaried trainee teachers, the school will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record;
- For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children;
- Where staff are recruited via third parties such as employment agencies, the head teacher and/or the local governing body will:
 - Seek written confirmation from the agency that the agency has carried out all necessary checks on the individual;
 - Request written confirmation of the outcome of all checks;
 - Request written confirmation that an enhanced DBS certificate has been received by the agency; and
 - Check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

6.2 Checks to be carried out

MEMBERS OF STAFF INVOLVED IN RECRUITMENT MUST ENSURE THEY ARE FOLLOWING THE TRUST'S PUBLISHED [SAFEGUARDING PROCEDURES DOCUMENT](#).

All schools will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided;
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant;
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained;
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on TRA Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order;
- Checks will be made to ensure any member of staff or governor involved in the management of the school is not barred from doing so under a section 128 direction;

- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system.

Schools/colleges should be aware of the following central government guidance:

[Criminal records checks for overseas applicants - Publications - GOV.UK](#)

[Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK](#)

- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role;
- The school will keep copies of the following documents on staff personnel files:
 - Documents used as proof of identity such as passports or driving licences;
 - A summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed); and
 - Documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

6.3 References

Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and most recent employer, and who should be a senior member of staff with the authority to provide references. References from colleagues will not be acceptable.

All references will be taken up prior to interview and will be requested directly from the referee, including references for internal candidates where appropriate. Referees will be contacted to resolve any issues that emerge from the references provided.

References will be taken up from current employers only. If the applicant is not currently employed, verification will be sought from their previous school/employer as to the dates the applicant was employed and the reasons for leaving the post.

Any information provided by applicants as part of an application process will be verified with independent sources and any reference received electronically will be checked to verify the originating source.

6.4 DBS checks

In order to ensure that people who work in the Trust are suitable to do so and are not barred from working with children, the relevant school will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity. This is defined as close, unsupervised contact on a regular basis involving activities such as:

- Teaching;
- Training;
- Supervising;
- Care;
- Guidance and advice;
- Driving a vehicle; and/or
- Personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the school or unpaid volunteers who regularly work unsupervised at the school and whose work means they have an opportunity for regular contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on this:

- The age of the children;
- Their level of vulnerability;
- The numbers of children in the group;
- The nature of the role; and
- Opportunities for contact with the children.

The school has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

The Trust's Policy on DBS checks is that all employees must sign an annual disclaimer stating that there are no changes to their current DBS status. In addition, a 10% random selection of employees and volunteers have their DBS rechecked as a minimum expectation annually.

6.5 Volunteers

MEMBERS OF STAFF INVOLVED IN RECRUITMENT MUST ENSURE THEY ARE FOLLOWING THE TRUST'S PUBLISHED SAFEGUARDING PROCEDURES DOCUMENT.

The head teacher in each school will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- All volunteers will be required to undergo a recruitment process, such as references, DBS and other checks and interviews that is appropriate and proportional to the duties assigned to them;
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children should be subject to an enhanced DBS check, including barred list information;
- New volunteers who are not carrying out regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check but this may not include a barred list check;
- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the head teacher will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
 - The nature of the role;
 - What information is already known about the volunteer;
 - What references from work or volunteering activity the volunteer has provided regarding suitability; and
 - Whether the role is eligible for an enhanced DBS check.
- The school will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.

- Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All volunteers will be fully inducted in relation to all school policies and procedures.

6.6 Trustees and Governors

Trustees and Governors must be suitable for the role and are required to have an advanced criminal records certificate from the DBS. It is the responsibility of the local governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not require a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools will also carry out a section 128 check for a school governor, because any person on this list is subject to disqualification from being a governor.

DBS checks are not mandatory for associate members of governing bodies.

The school will also take out a check with the Teaching Regulation Agency Teacher Services system to establish whether any individual seeking to become the governor of a maintained school has been disqualified and therefore unable to do so.

All Trustees and Governors must complete the full safeguarding training and associated training modules such as Prevent, Online Safety, Cyber Security, etc.

6.7 Alternative education provision

Whenever a Trust school places a pupil with an alternative education provider, the school will obtain written confirmation of the provider's safeguarding and child protection policies and ensure that appropriate safeguarding checks on individuals working at the establishment have been carried out. The alternative provision will be visited by a senior member of staff prior to any child being admitted.

There will be termly visits to alternative education providers by 'home' schools. Daily contact must be received regarding pupil attendance and safeguarding matters. This can be undertaken by telephone or secure email. Any concerns about safeguarding in an alternative education setting, should be raised immediately with the head of the provision and the head teacher in the 'home' school.

6.8 Host Family Checks

The Trust recognises that in accordance with the government's statutory safeguarding guidance for schools, Keeping Children safe in Education 2022, any school arranging care and accommodation for school exchange visits should be aware that the parents/carers of the host family will fulfil the criteria for 'regulated activity', because they are caring for non-family members between 2am and 6am. As the organising body, the school becomes the 'regulated activity provider' and therefore commits a criminal offence if it knows, or has reason to believe that, an individual is barred by the Disclosure and Barring Service (DBS) from engaging in regulated activity but allows that individual to carry out any form of regulated activity.

When choosing a host family in the UK for foreign students, the coordinating member of staff will initially consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay to decide if a family is suitable.

As part of this process the relevant school will obtain a DBS enhanced certificate with barred list information on each of the parents/carers living in that family. The school may also decide to request DBS checks on anyone over the age of sixteen who also live in the home.

All parents/carers in the host families will then be required to attend a meeting at the school prior to hosting the foreign student. This will ensure they know and understand how to keep themselves and the child safe and also what to do if they are concerned about the wellbeing of a child in their care. At this meeting schools will underline all expectations for the visit.

The coordinating member of staff will complete a risk assessment on all volunteers hosting students and share this with the DSL and ensure it is recorded on the SCR.

It is recommended that all students are placed with host families in pairs and that the hosting family has at least one child who currently attends the school. All host families will be provided with contact details for the following:

- The coordinating teacher from the visiting school;
- The coordinating teacher at the UK school;
- The UK school DSL and/or Head Teacher; and
- The pupil's parents

UK students staying with a family abroad

The Trust recognises it is not possible to obtain criminality information from the DBS about adults who provide homestays abroad. All Trust schools who undertake such visits will take all necessary steps to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange or visit.

Schools who decide to use host families abroad will ensure the following:

- That there is a shared and agreed understanding of the care arrangements in place and that this is shared between both schools well in advance of the visit;
- That the 'hosting' school has completed all statutory checks as required by their own country and that relevant information has been shared with the UK coordinating teacher and DSL/Head Teacher;
- That the family of the UK pupil and the foreign host family make contact with each other at least once prior to the visit and that both families have up-to-date contact details for each other;
- The host family are given contact details for the coordinating teacher from the UK school and the coordinating teacher at their own school for the duration of the visit; and
- The UK school DSL and/or Head Teacher has a complete list of names, addresses and contact details of all hosting families ahead of the visit.

The UK coordinating teacher will complete a full risk assessment for the visit including the homestays. Where exchanges or visits are arranged through the British Council or other outside agencies, it may be necessary for schools to complete additional checks for these agencies.

Boarders placed in Lodgings or Host Families

In accordance with the National Minimum Standards for boarding schools; Standard 23, schools will:

- check any lodgings arranged by the school to accommodate pupils provide good quality accommodation and supervision at least termly and continuously monitored.
- ensure that any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.
- visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any boarder is placed there. Unless the host family are in a family relationship with the boarder, the school can demonstrate that

all members of the host family aged 16 and over, who will be living at the lodgings whilst the boarder is staying, obtain an Enhanced DBS check, with check of the Children's Barred List, with satisfactory outcomes known, before any boarder is placed.

- ensure that all adults providing lodgings for boarders on its behalf have undergone suitable safeguarding training at least every three years, and that they understand the school's policy in relation to boarders going missing and their role in implementing that policy.
- has a satisfactory written agreement with each adult providing lodgings for boarders on its behalf.
- will arrange for a member of staff to discuss each boarder individually their lodging arrangements where they have been accommodated by or on behalf of the school in lodgings, recording the boarder's assessment in writing and taking action on any concerns or complaints.
- provides satisfactory written guidance to host families accommodating boarders on behalf of the school, covering the school's policy and practice for lodging pupils. This might include clear advice on risks such as passive smoking, medicine management, access to the lodging's wifi, access to and the showing of age restricted material, such as films etc with restricted content (e.g. certificate18) and access to alcohol to children living in lodgings.
- alert the local authority to any arrangements that may constitute private fostering

7 Staff practice and conduct

7.1 Induction and training

The head teacher of each school will ensure that all staff are fully inducted, are made aware of the following policies of the school and that staff are fully aware of their role in implementing these:

- Keeping Children Safe in Education Part 1 and Appendix A
- The Trust Child Protection and Safeguarding Policy and associated local safeguarding procedures.
- The school process for reporting low level concerns
- The School's Behaviour Policy
- The Trust Staff Code of Conduct
- The Trust Attendance and Children Missing Education Policy and associated Local Procedures.

Staff will be asked to confirm in writing that they have received and read all relevant staff policies and the current version of Part 1 of Keeping Children Safe in Education and Appendix A.

The designated safeguarding lead in each school will ensure that all staff are fully inducted with regard to the school child protection procedures within 7 days of starting work, and that they receive safeguarding and child protection training on a two-yearly basis.

The head teacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.

School staff and governors will receive multi-agency safeguarding training provided by the relevant Local Safeguarding Children Board at the relevant level.

As well as basic safeguarding training, the designated safeguarding lead and their deputy will receive specific training on their role and other relevant multi-agency training courses provided by the Local Safeguarding Children Board.

School staff will also receive training on the use of the Early Help Assessment and referral process as part of their safeguarding training.

School staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation.

7.2 Conduct and safe teaching practice

The Trust expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries. The Trust Code of Conduct sets out these expectations.

7.3 Behaviour management, physical intervention and restraint

Each school will put in place a behaviour management policy in line with government guidance and any use of physical intervention and restraint will be linked to the implementation of the school behaviour policy. The Trust has a separate [physical intervention policy](#).

7.4 Allegations against staff

In the event that an allegation is made against a member of staff (including support staff) or volunteer, the school will follow the Trust Managing Allegations against Staff Policy and refer to the relevant Local Authority BCSSP Managing Allegations Protocol.

The local governing body should appoint the head teacher as the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members (including support staff) will be referred to the head teacher; allegations against the head teacher will be referred to the local governing body.

Concerns including allegations that may meet the harms test should be addressed as set out in Part 4 of Keeping Children Safe in Education 2022.

Low Level Concerns:

Sometimes the behaviour of adults working with children dips below that which we would expect of professionals. However, these incidents of behaviour which are inappropriate or questionable do not meet the threshold of being reported further - to the LADO for example. These type of incidents/behaviours would be described as '*low level concerns*' and should be reported and logged as per the procedure below.

What is a low level concern?

- Behaviour inconsistent with the staff Code of Conduct including inappropriate conduct outside of work.
- Behaviour that doesn't meet the threshold of harm and is not considered serious enough for the school to refer it to the LA (LADO).

Examples of behaviour that might constitute low level concern:

- Being over friendly with children.
- Having favourites.
- Adults taking photos of children with their own mobile phone (also covered in other Trust policies).
- Engaging with a child on a one-to-one basis behind a closed door or in a secluded place.
- Using inappropriate sexualised, intimidating or humiliating language.

Why do we need a procedure?

- To keep children safe.
- To keep staff safe.
- To identify patterns of behaviour and address them as required, to reduce safeguarding risks.

What is the procedure?

- Staff should be encouraged to **report any low level concerns directly to the head teacher.**
- Staff can also self-refer if they have inadvertently found themselves in a position where they have recognised that their behaviour could be seen as a low level concern.
- **The head teacher should keep a record of the concern raised on the school safeguarding logging system – MyConcern, CPOMS, or in-house database.**
- **The head teacher should meet with the person** identified as having behaved outside of what would be considered professional and make them aware that their behaviour was not appropriate and why.
- Headteachers should follow up this meeting with a letter of management advice and a copy of this letter should be placed on file.

Staff training:

- All staff must know what low level concerning behaviour could look like
- All staff must know how to report any concerns they have.

7.5 Whistleblowing

The Trust fosters a culture of openness in and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children. See Trust [Whistleblowing Policy](#).

The Trust recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within their school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools/colleges are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the relevant Local Authority LADO.

The following numbers can be used where there are issues regarding the school's overall procedures around safeguarding:

- the Ofsted whistle-blowing line on 0300 123 3155
- the NSPCC whistleblowing helpline on 0800 028 0285.

The head teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

8 Health and safety and risk assessments

There is a Trust policy on [Health and Safety](#) and risk assessments.

9 Boarding Settings

In addition to safeguarding policies and practices that apply to all aspects of schools, for those schools with boarding provision, there are additional safeguarding policies and practices required to meet the DfE National Minimum Standards (NMS) for Boarding. For these schools, the local governing body will ensure:

- The boarding principles and practice are clear that a 'safe and secure' learning environment should be accessible to all students. (NMS1: Principles and practice);
- Students are signposted within the boarding provision to key safeguarding information such as who the DSL and DDSLs are, how to make a complaint and how key support mechanisms can be accessed. During induction week, students will be taught safe routes to local amenities. (NMS2: Boarders' induction and support);

- All boarders are registered at a local GP Surgery and rigorous scrutiny of NMS 3: Boarders' Health and Wellbeing is carried out to ensure boarders are looked after to the highest standard. (NMS 3: Boarders' health and wellbeing);
- Systems are in place to monitor online activity and information is passed onto the DSL where concerns rise. Network settings are in line with statutory requirements to protect boarders in boarding time. (NMS 4: Contact with parents and carers);
- The boarding provision is kept secure by an electromagnetic locking system (or equivalent) which is timed around the boarding routine. Students are unable to leave the boarding house at night and mechanisms are in place to alert staff if they do. (NMS 6: Safety for boarders);
- There is a comprehensive risk assessment for boarding which takes into account boarding related hazards, likelihood of accidents taking place and control measures. This is understood by all boarding staff and shared with students where appropriate. (NMS 6: Safety for boarders);
- Fire drills take place in boarding time (three times per year). Fire drills are recorded. (NMS 7: Fire Precautions and drills);
- A senior boarding staff member sits on the Safeguarding Team in the role of DDSL (and trained to the same level as the DSL). Boarding is a repeat item on the safeguarding quality assurance document and is reviewed periodically in safeguarding meetings. (NMS 11: Child protection);
- Behaviour thresholds are reviewed as a standing item in Boarding Team meetings. There are opportunities to review boarding house behaviour and ensure consistency in response by staff members and fairness of sanctions. (NMS 12: Promoting positive relationships and behaviour);
- Boarding staff are trained to a high standard (including safeguarding and child protection) and there is a programme of CPD that allows staff to develop in their role. The Head of Boarding is appropriately qualified for their role. (NMS 13: Management and development of boarding);
- The nominated governor for boarding liaises with the nominated safeguarding governor in relation to safeguarding concerns (NMS 13: Management and development of boarding);
- All maintenance carried out by external work persons is either arranged non-term time or supervised by a member of staff. Where repeat contractors are used, appropriate checks are made. (NMS 14: Staff recruitment and checks on other adults);
- In addition to designated boarding staff supervising boarders at all times, there is an 'on call' member of staff who is able to act in support when needed e.g. supporting with a trip to Accident and Emergency or a missing boarder. (NMS 15: Staffing and supervision);
- There are robust measures in place to ensure that staff responsible for boarders know where students are at all times. This sign out system must automatically update registers for key roll calls such as Boarding Briefings and Fire Drills and Alarms. (NMS 15: Staffing and supervision);
- There is a clear procedure for missing boarders. This procedure is known to staff and is reviewed in Boarding Team meetings throughout the year. (NMS 15: Staffing and supervision); and
- All concerns and complaints relating to boarding are recorded in the Concerns Log and taken seriously. All concerns are reviewed periodically by SMT (including the DSL) and Governance. (NMS 18: Complaints).

10 Working across the Trust

Schools across the Trust will collaborate to:

- Work towards common procedures;
- Ensure schools are compliant with safeguarding requirements and quality assuring their safeguarding policies and practice; and
- Promote best practice amongst schools through shared training and resources.

This will be led by a Safeguarding Working Party, the Chair of which will be appointed by the Trust CEO, which will meet twice annually to agree actions towards achieving the aims above. Examples of shared work will include school-to-school quality assurance of annual audits and training opportunities.

Part B: Additional safeguarding Information, practices and procedures

1 Non-collection of children from school

This first item applies to primary schools only

Each school will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. The school will also ensure that the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow the usual procedure:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them;
- Children will not be released into the care of another parent even where they offer to take the child home;
- The school will contact the relevant Local Authority Children's Services and put them on notice at 4.00 pm if there are difficulties in contacting parents or other family members;
- If no contact can be made with the parent by 4.15pm, the school will contact the relevant Local Authority Children's Services who will arrange for a social worker to collect the child or make arrangements for the child;
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so;
- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Children's Missing in Education Service. If there are also child protection concerns, a referral should be made to the relevant Local Authority Children's Services.

2 Children who are missing from education or home educated

Children missing from education are defined as those of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at school, for example, at home, privately, or in alternative provision or children of compulsory school age who are on a school roll but have not attended for a period of 10 consecutive school days (recorded as unauthorised absence) and the whereabouts of the family is unknown

All schools have statutory safeguarding responsibilities (sections 157 & 175 of the Education Act 2002) and must investigate any unexplained absences. If a child fails to attend school, staff must try to establish the family's whereabouts before making a CME referral. Each school will:

- Use all known contact telephone numbers to attempt to speak with the parent/carer or other family member;
- Speak to siblings, known relatives, friends within the same school;

- Speak with school staff of known siblings at other schools;
- Undertake home visit(s) to attempt to ascertain if the family are in the home;
- Discuss with the relevant Local Authority Education Welfare Service to agree whether the matter is CME or a school attendance issue; and
- Make a record should be kept of any attempt made to locate a child.
- If having done all of the above the school has been unable to establish the pupil's whereabouts a CME referral and registration certificate should be completed.

School attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Parents should be asked to provide contact details for at least 2 or more people who can be contacted in the event that a child does not attend school. Schools should refer to the relevant Local Authority "Children missing from education" policy and the relevant Local Authority missing children protocol.

3 Mental health

All Trust staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. *Link to Mental Health and Behaviour in Schools 2018:*

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

4 Child-on-child abuse

All Trust staff should be aware that children can abuse children, known as child on child abuse. Abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All child on child abuse is unacceptable and will be taken seriously by the Trust schools. Schools make pupils aware of the Trust stance on child-on-child abuse through assemblies, direct teaching, etc. Pupils must report any child-on-child abuse to an adult member of staff in their school. The member of staff should then pass this information on to any member of the school safeguarding team or directly to the DSL. The DSL and safeguarding team will then determine the actions required going forward.

There is no clear boundary between incidents that should be regarded as abusive and incidents that should be dealt with by each school's behavioural and disciplinary systems. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: unkindness, physical fighting and harassment between children are not always or inevitably seen as safeguarding issues. However, it may be appropriate to regard peer on peer behaviour as abusive if harm is caused because:

- There is a significant power imbalance between the young people concerned. The abuse of children is often constructed around an age differential between the abuser and the abused, but in cases of child on child abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups;
- The incident appears to be motivated out of a deliberate attempt to cause hurt or distress to an individual or group;

- The incident has had a severe impact upon an individual or group of people (even where the motivation for the incident did not seem to be to cause offence or distress); and/or
- In most cases the incident is not isolated but has happened before, and the person (or people) responsible has continued to behave in an abusive manner or use abusive language in spite of being asked not to do so. However, in exceptional circumstances a one-off incident may be considered child on child abuse.

In the context of child on child abuse as described in Keeping Children Safe in Education 2022, examples could include:

- Teenage relationship abuse (both physical and emotional);
- Sexual touching/harassment, sexual violence or assault;
- Initiation/hazing type violence and rituals;
- Sexting (also known as youth produced sexual imagery or nude/semi-nude images – see [NSPCC](#) guidance);
- Prejudiced behaviours such as sexism, racism and social marginalisation;
- Bullying, where the context meets the criteria referred to above; and/or
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- Upskirting.

Child on child abuse could constitute an equalities incident and in serious cases may be therefore reported in line with Local Authority requirements. Where the harm is attributable to sexually abusive behaviour or sexual harassment, the school will follow the relevant Local Authority Harmful sexual behaviour procedure.

Schools will minimise the risk of child on child abuse through the curriculum (PSHE, SRE for example), through staff awareness of the indicators of abuse and through taking swift action to follow up suspicions, or allegations, of child on child abuse. These will be recorded using each school's record keeping system and support will be provided to all parties involved as appropriate.

It is important that staff are aware that in addition to the vulnerable groups mentioned previously (e.g. children with a special educational need etc), the below are also most at risk from child on child abuse:

- Pupils with health conditions
- Pupils with mental health needs
- Pupils with a family member in prison or who are affected by parental offending
- Pupils at risk of honour-based abuse (such as female genital mutilation or forced marriage)
- Pupils who are persistently absent from school, including persistent absences for part of the school day

All schools within the Trust have a duty of care to challenge victim blaming and ensure appropriate support is offered to those who disclose cases of child on child abuse.

5 Harmful sexual behaviour, sexual violence and sexual harassment (child-on-child abuse) (including technology assisted sexualised behaviour)

The Trust recognises that child-on-child sexual violence and sexual harassment between pupils is a serious safeguarding issue and such, this behaviour will not be tolerated. The Trust's behaviour management and anti-bullying policies will reflect the school's approach and staff and pupils will be made aware of the standard of expected behaviour and the likely responses to any incidents of sexual violence and harassment.

Schools will follow the statutory guidance *Sexual violence and sexual harassment between pupils* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Schools will take all necessary steps to put in place a planned PHSE curriculum to convey the school's policy for preventing harmful sexual behaviour and to promote respectful behaviour between pupils with regards to sexual conduct.

Schools will promote an environment where victims feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated by the school and appropriate referrals made to the police and Children's Services.

Schools will ensure that staff and governors receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all pupils and staff.

Schools will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

Staff and pupils will be made aware of the Law in relation to Upskirting which is defined as follows: 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

It is important to reassure victims that the law around abuse is there to protect them and not criminalise them. It doesn't matter how long it has taken to come forward and report abuse as all children will be kept safe from harm and supported.

5.1 Procedures

The school will ensure there is a robust response to all incidents and will follow the procedures set out in Part 5 of the *Keeping children safe in education 2022* statutory guidance (*it is important that staff should not view illegal or indecent images of children as this is in breach of the law*).

Reported incidents will be investigated by the member of staff to whom the young person discloses in partnership with the designated safeguarding lead, who will also carry out a risk assessment to look at any continued risk to the victim or other pupils and staff from the alleged perpetrator within the school environment.

Where the allegation involves material posted online, the school will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance *Searching, screening and confiscation advice for schools*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

The member of staff and designated safeguarding lead will write up a record of the investigation that will set out how the school will respond to the incident.

Decisions on responses will be based on the harmful sexual behaviour risk assessment and thresholds set out by the relevant Local Authority. The designated safeguarding lead may take advice from Duty social workers before making a decision. Possible outcomes include referral to Early Help Services, Children's Services or the police, or managing the matter internally under school behaviour policies.

Where a referral will be made to the relevant Local Authority Children's Services or the Police under the protocol, the designated safeguarding lead will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents. Schools should use the 'when to call the police Guidance for schools and colleges' document to aid with decision making.

The school will take any necessary action to continue to safeguard the victim and other pupils within the school environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and the relevant Local Authority

Children's Services investigations to take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.

Where necessary and appropriate, the school will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf.

It is important that staff do not view illegal images of children and a written record of the disclosure must be made with the DSL or deputy DSL present.

6 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Schools will make all staff aware of the indicators of involvement in, or being at risk from, violent crime and criminal exploitation. All staff will be made aware of the associated risks and the measures in place to manage these, including risks around County Lines.

7 Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (of any gender) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Signs and Symptoms

- unexplained gifts or new possessions
- association with other young people involved in exploitation
- older boyfriends or girlfriends
- sexually transmitted infections or become pregnant
- changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late

If staff are aware of any of the signs and symptoms detailed above they should follow the CP/Safeguarding school reporting procedures.

8 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Should a school have concerns about County Lines, this should be dealt with through the relevant Behaviour and Attendance Panel.

9 Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse should also be seen as victims.

Children can also be victims of domestic abuse in their own relationships and schools should follow the usual processes of support and action in such cases.

10 Prevention of radicalisation

The Trust’s safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Under Counter-Terrorism and Security Act 2015, the Trust also has a duty to refer young people on to relevant Local Authority Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Where a school has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent’s radicalisation, the school will follow the guidance set out in the relevant Local Authority guidance.

10.1 Prevent

The schools within the Trust have a duty under the Counter Terrorism and Security Act 2015 to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Trust schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.' Work on 'Prevent' needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

The following guidance lists some of the tell-tale signs that a pupil could have fallen prey to extremists.

- day-to-day behaviour of the pupil becoming increasingly concentrated around an extremist ideology,
- changing their style of dress, particularly in a sixth form or where school uniform has been relaxed,
- loss of contact with other friends not associated with extremist ideology.
- using insulting or derogatory terms to describe other groups opposed by the extremists.

New guidance calls for schools to be on the lookout for other issues, such as pupils coming under pressure from or joining gangs, female genital mutilation and pupils under pressure to succumb to forced marriages.

The guidance said: "Schools and college staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating."

11 Honour Based Abuse

Is a collection of practises used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Abuse can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour based abuse cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asia, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist. Where HBV is suspected the police should be informed along with DSL.

12 Forced marriage Guidance

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Any evidence of this should be reported to the DSL and/or directly to the local police.

13 Mandatory reporting of Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. It is the mandatory duty of school staff to report disclosures on FGM about a female under the age of 18 personally to the police.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community

- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs and Symptoms that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule - As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**. Any concern of this should be reported to the DSL and/or directly to the local police and Local Authority.

Further information can be found in the following DFE document: [Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK](#)

14 Private Fostering

Private fostering applies to any child under the age of 16 who is living with someone who is not their immediate relative for a period of 28 days or more. Schools have a mandatory duty to inform the Local Authority of children in such arrangements.

15 Online safety/ Cyber Crime

The use of technology had become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provide a platform to facilitate harm. Effective approaches in schools empowers them to protect and education the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. Staff will be made aware of the three categories of risk set out in Keeping Children Safe in Education 2022: Content, Contact and Conduct.

Cyber Crime is defined as a criminal activity committed using computers and/ or the internet and includes activities such as hacking and creating malware. Some pupils who are skilled in technology may be drawn into cyber crime. Staff need to be aware of the signs to look out for and report to their Designated Safeguarding Leads.

As part of its duty to provide a safe learning environment and ensure pupils know how to remain safe online, each school will use the guidance in [Annex C of Keeping Children Safe in Education 2022](#).

16 Child Abduction

Child abduction occurs when a child is taken from their parents/ carers without permission. It can be committed by parents, family members or people unknown to the child. Staff need to be vigilant to unknown adults loitering near the school grounds or trying to talk to children. Schools must ensure that they have a collection of children procedures in place to reduce the risk of child abduction. Any suspicious activity must be reported to the DSL/ Head teacher/ Police.

17 Modern Slavery

It is important that school staff have an awareness of modern slavery and the different exploitation linked to it, CSE, CCE, human trafficking, organ trafficking, forced labour. Any staff member who has concerns around modern slavery needs to discuss with their DSL who can refer to the National referral mechanism.

The Trust has a clear modern slavery statement available on its web site.

18 Opportunities to teach safeguarding

Each school will ensure children are taught about safeguarding, including online safety, as part of a broad and balance curriculum. Each school will cover relevant issues through Relationship and Sex Education, and/or where delivered through Personal, Social, Health and Economic Education.

The Trust is obliged by law to produce a sex and relationship policy. This must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdraw; and
- Be reviewed regularly.

The Trust believes that all children and young people have a fundamental right to high quality and comprehensive relationship and sex education which promotes good sexual health and equal and enjoyable relationships.

From September 2020 all secondary schools in England are required to teach relationships and sex education. All Primary schools in England are required to teach relationships education. It is also recommended that all primary schools have a programme of sex education tailored to the needs of their pupils.

Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

Statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#).

The following resources may help:

- DfE advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS)27 guidance: [Education for a connected world](#)
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Rise Above](#)
- The Trust - [Relationships & Sex Education Policy \(RSE\)](#)

19 Equalities Incidents

All schools within the Trust have a responsibility to eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct. (For further information on equal opportunities across the Trust please see the [Equality Act Statement](#).)

Every school has a duty to safeguard the 9 protected characteristics and are therefore accountable to report any discriminatory behaviour to the Local Authority. Low level bullying incidents should be recorded and acted upon at school level and in conjunction with the behaviour and anti-bullying policies. More serious equality related incidents (for example bullying that is racist, disability related or LGBTQ+phobic in nature) should be reported to the Local Authority using relevant processes. Schools must have a programme of study to educate pupils on equality and diversity to prevent incidences of prejudice and discriminatory bullying.

It is important for Trust schools to recognise that there are additional barriers faced by children who identify as LGBGT. These pupils may be targeted by others and schools should ensure they do the following to keep these children safe:

- Provide these children with a trusted adult to confide in.
- Provide these children with a safe place in school to share their concerns and speak out about the barriers they face.

20 Looked after and previously looked after children and care leavers

The Trust recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

Each school's designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason; the designated safeguarding lead will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

21 Children with special education needs or disabilities (SEND)

The Trust is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and professionals may miss vital indicators.

School procedures reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. The school will follow the relevant Local Authority guidance.

22 Safeguarding vulnerable groups

The Trust is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, the relevant Local Authority Children's Services or other agencies in order to overcome problems or keep them safe. These include children at risk of forced marriage, domestic abuse and/or sexual violence, privately fostered children and young carers.

23 Contextual safeguarding for young people

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Each school will adhere to the relevant Local Authority policies whenever there are concerns that young people are at risk from any of the following issues children at risk of sexual exploitation, young people at risk from gang activity or serious youth violence and children who run away/go missing.

24 Children requiring mental health support

The Trust has an important role to play in supporting the mental health and wellbeing of their pupils. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

More information can be found in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See [Rise Above](#) for links to all materials and lesson plans. 116. The department is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the Link Programme. Training for senior mental health leads, will be available to all state funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health.

25 SEND children or those with a health need

Children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so). Staff should be aware of this and adjust teaching and support appropriately. It may be necessary to run additional sessions for SEND children to help them understand risks.

26 Other relevant safeguarding documentation

Schools can access guidance on the following policies at www.nspcc.org.uk and [Department for Education - GOV.UK](http://www.gov.uk)

Alternative provision

<https://www.gov.uk/government/publications/alternative-provision>

Anti-discrimination & harassment

Attendance

<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

Behaviour and discipline

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Bullying (including cyberbullying)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf

Children missing from school

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf

Complaints

Data protection toolkit

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Drugs/substance misuse

[Drugs: advice for schools - Publications - GOV.UK](#)

Educational visits

Equality and diversity

Exclusion of pupils

<https://www.gov.uk/government/publications/school-exclusion>

Fabricated or induced illness

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

Faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

First aid and administration of medicines

Supporting children with medical conditions

[Supporting pupils at school with medical conditions - Publications - GOV.UK](#)

No smoking (EYFS)

Mental health

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

Physical intervention

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

Private fostering

Promoting British values/Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)

SRE

Sexting

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4_.pdf

Gender-based violence/teenage relationship abuse

Trafficking https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

When to call the police Guidance for schools and colleges

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Local School Safeguarding Procedures

Headteacher	
DSL	
CP Officer(s)	
Safeguarding Governor	
<p>SWCPP - https://www.proceduresonline.com/swcpp/</p> <p><i>Bath and North East Somerset - BCSSP</i> https://bcssp.bathnes.gov.uk/professional-working-guidance-policies-procedures</p> <p>OR</p> <p>Somerset Safeguarding Children Partnership – SSCP https://sscb.safeguardingsomerset.org.uk/ https://www.proceduresonline.com/swcpp/somerset/index.html</p> <p>OR</p> <p>North Somerset Safeguarding - NSS – https://www.northsomersetsafeguarding.co.uk/ https://www.proceduresonline.com/swcpp/northsomerset/index.html</p>	
Local Procedures	
<ul style="list-style-type: none">• Localised contextual risks identified by DSL and communicated to all relevant staff and the appropriate training provided to mitigate safeguarding risk.• Local Safeguarding procedures will be reviewed and updated annually or earlier as and when required.	

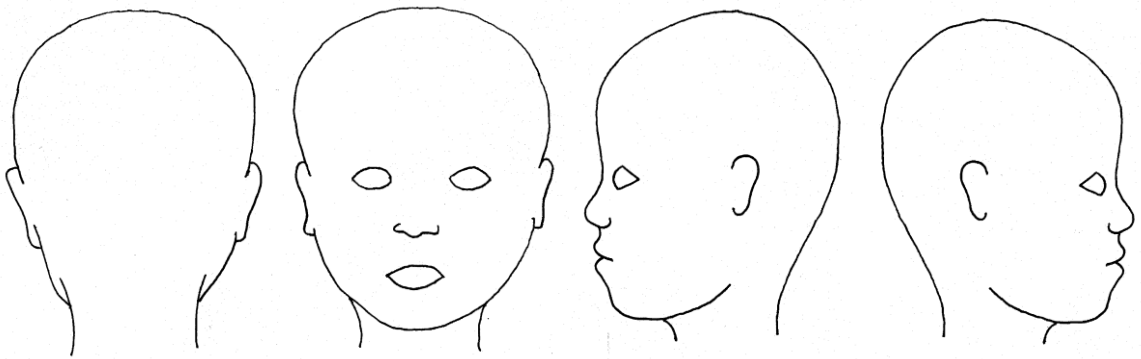


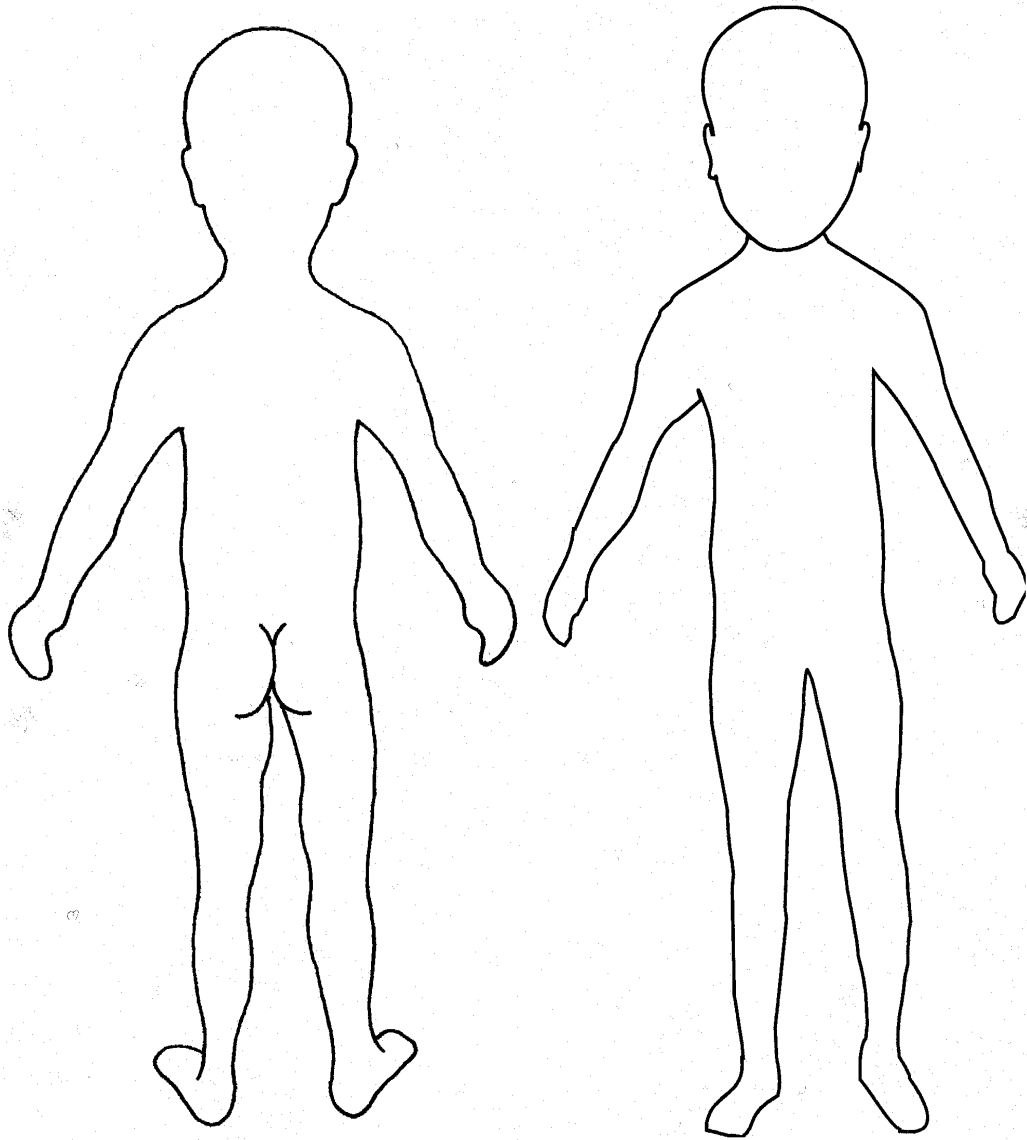
CP Concern Referral Form – MNSP Schools			
Date:	Recorded by:		Position held:
	MNSP School:		
Name of Child:		Tutor/Year group:	
Where did you have the conversation/notice the concern?		Time of conversation/notice of concern:	
Nature of concern (<i>circle</i>):	<i>Child protection</i>	<i>Bullying</i>	<i>Discrimination e.g. LGBTQ+phobia, racism, sexism or other.</i>
Details: (Please remember never to ask 'why?' Use 'TED' – Tell, Explain, Describe)			
Outcome:			
Signed:		Date:	

Please continue on a separate page if necessary and attach. Then Pass to home school Designated Safeguarding Lead or Designated Child Protection Officer/s. Please put in a sealed envelope if leaving in teacher tray, clearly marked 'CP information'

BODY MAP			
Child's name		Child's date of birth	
Date of incident (dd/mm/yyyy)		Person completing body map	

Please clearly identify where any marks or injuries have been seen







Date file started			
MNSP School			
Child's name		Date of birth	
Any other name/s by which the child is known			
Home address		Current address (if different)	
Home telephone number		Current telephone number (if different)	
FAMILY MEMBERS: PARENTS, STEP-PARENTS, CARERS			
Name	Relationship to child	Address	Parental responsibility for child?
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
FAMILY MEMBERS: SIBLINGS			
Name	Address	Educational establishment	
Are records held in the establishment relating to other connected children?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, which files are relevant?	
CONTACT DETAILS OF OTHER PROFESSIONALS			
Name	Agency	Contact details (address and telephone)	



MNSP School:

CHRONOLOGY

(Please delete exemplars – for guidance only)

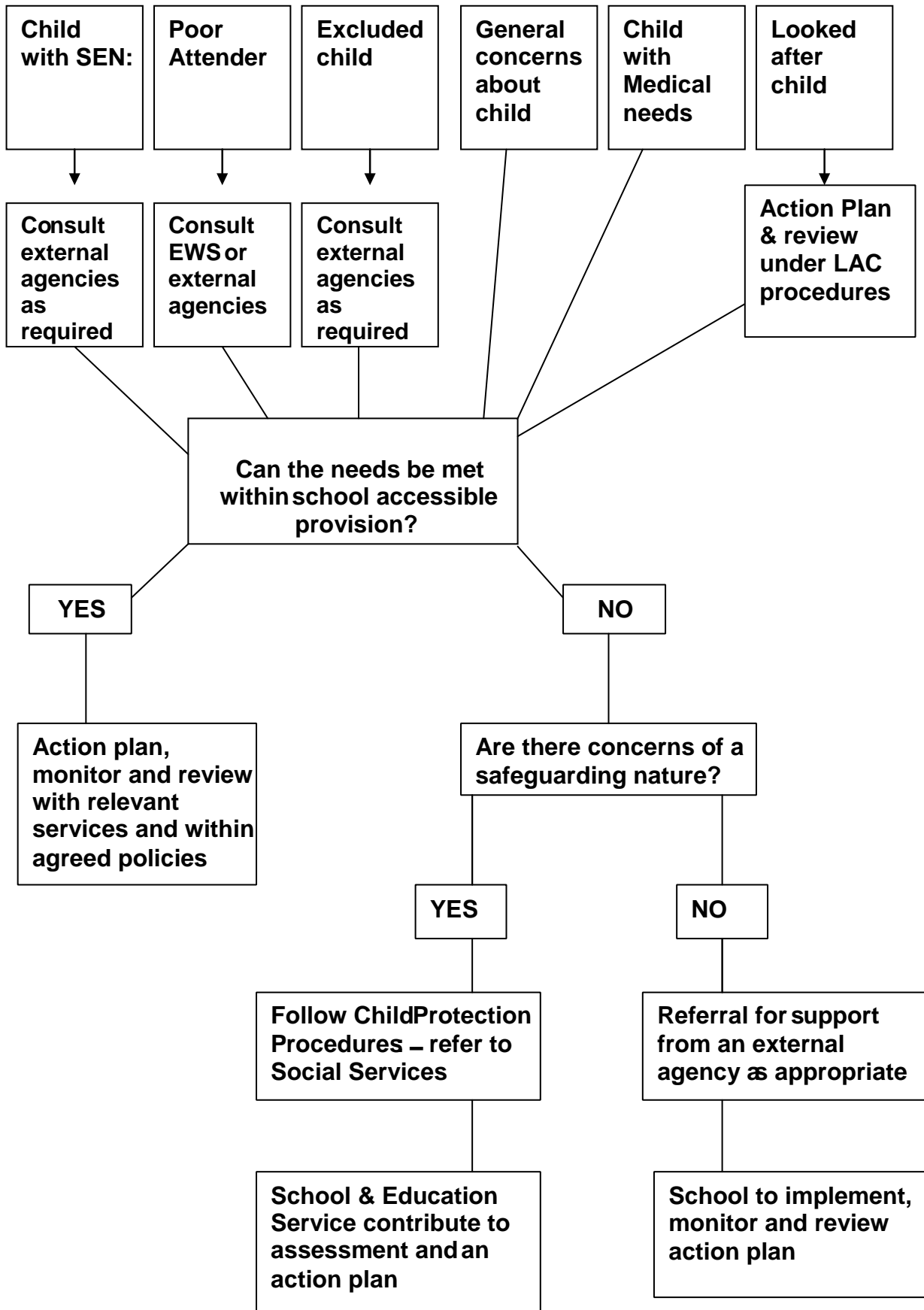
* Denotes columns that must always be filled

* Date	*Source of Information <i>Where this information is recorded/held within your establishment</i>	Contact with Child	Contact with adult family member <i>Specify which adult and type of communication</i>	Communication with external agency <i>Specify agency, name of worker, job title and type of communication</i>	* Response or Outcome of contact or communication	Comments
Exemplar 25/02/2013	CP/ welfare concern form	1-1 work with Jane by Ms AB (TA). Jane noticeably withdrawn and unable to concentrate. Recently occasionally late for school.	Mrs CD, Dep Head and Designated Child Protection Teacher, telephoned mother, Joanne Smith, to discuss – father not available. Mother said she did not know reason why Jane is withdrawn at school.		Miss EF, Class teacher, and Ms AB, TA, requested by Mrs CD, to monitor Jane's ability to concentrate, mood and lateness. Mother gave verbal agreement for Jane to attend school listening service, said she would make more effort to get Jane to school on time.	
Exemplar 01/03/2013	Child protection file (started)			KL, Duty Social Worker, Children's Social Care, telephoned school at 09:25 to advise that the police visited Jane's home yesterday evening. Mother was allegedly assaulted by father whilst Jane present. Father arrested.	Social worker confirmed initial assessment and section 47 enquiries are being undertaken. Mrs CD shared information with social worker about Jane's recent changes in behaviour and attendance.	
Exemplar 27/03/2013	CP file; initial CP conference notes			Initial CP conference held; Mrs CD and Mr MN (SENCO) attended	CP Plan for emotional abuse started. Mr MN is member of core group	

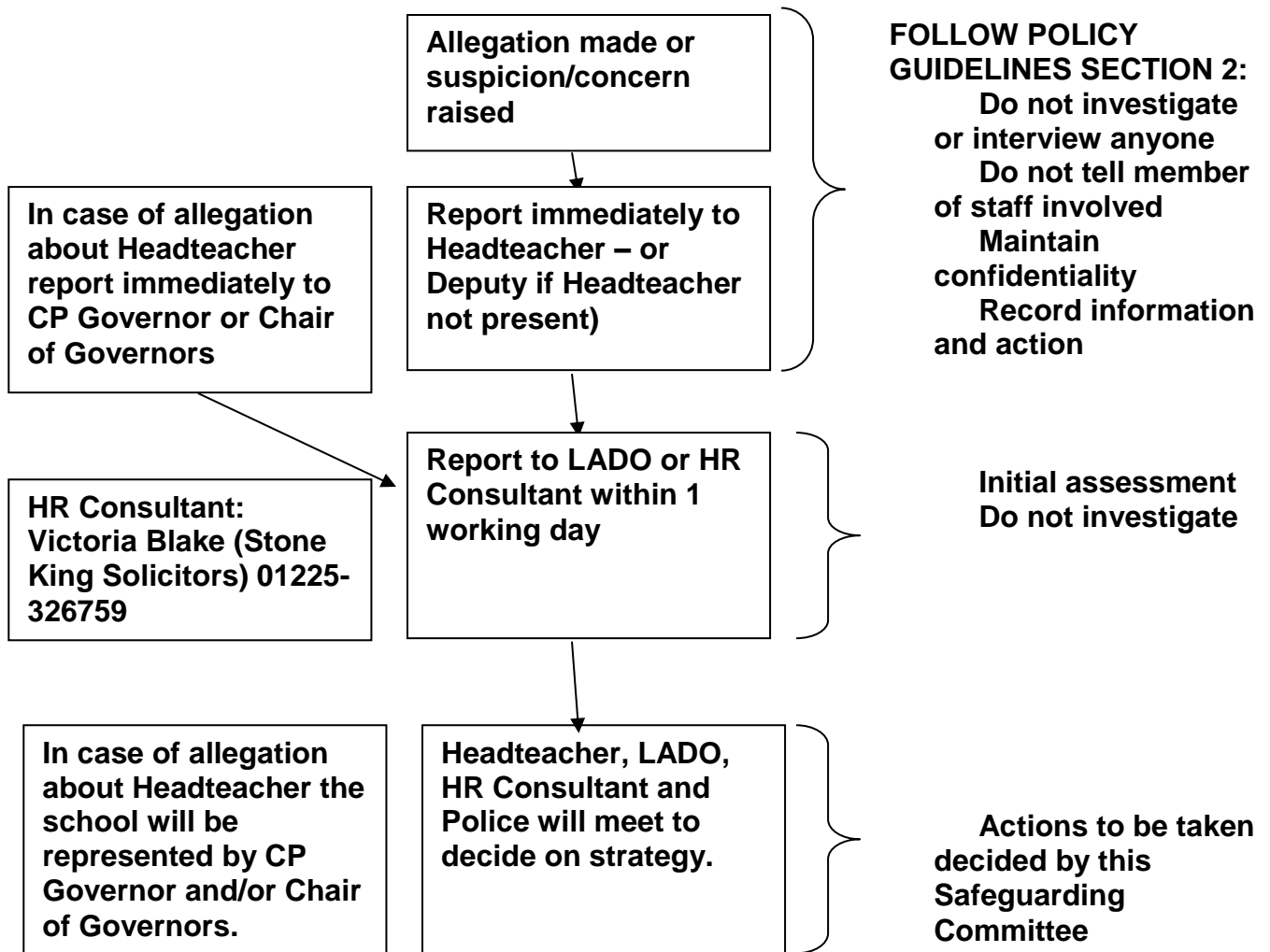


TRANSFER OF RECORDS

Part 1	TO BE COMPLETED BY THE SENDING SCHOOL
Name of child	
Date of Birth	
Name of school transferring records	
Date of file transfer	
Method of delivery	
Name of Headteacher	
Signature	
Part 2	<i>TO BE COMPLETED BY THE RECEIVING SCHOOL</i>
Name of school receiving records	
Address	
Date file received	
Name of Headteacher	
Signature	



Flow chart for process of managing an allegation of abuse by a member of staff (including support staff and volunteers)



Appendix 8 Designated CP Staff at MNSP Home Schools

Beechen Cliff Secondary School Kipling Avenue, Bath, BA2 4RE Tel: 01225 480466			
Chair of LGB	Helen Eastwood	CP Governor	Judy Green
Headteacher	Tim Markall	LAC Champion	Kant Mann
Safeguarding Lead (DSL) & CPO	Mike Ambrose		
Deputy DSL's	Oliver Abbott, Clive Hall, Kant Mann, Kim Mather		

Bucklers Mead Academy 1 St John's Road, Yeovil, Somerset BA21 4NH Tel: 01225 480466			
Chair of LGB	Richard Hunt	CP Governor	Alun Williams
Headteacher	Mark Lawrence	LAC Champion	TBC
Safeguarding Lead (DSL)	Kate Royle (kroyle@bucklersmeadacademy.com)		
Designated Child Protection Officer/s	Aimee Harding, Mark Lawrence		

Clutton Primary School Station Road, Clutton, Bristol, BS39 5RA Tel: 01761 452510			
Chair of LGB	Rachel Powell	CP Governor	Jenny Bush
Head of School	Lucy Cowgill	LAC Champion	Lucy Cowgill
Executive Headteacher	Daniel Turull (DTurull@farringtongurneyschool.com)		
Safeguarding Lead (DSL)	Lucy Cowgill (lcowgill@cluttonschool.com)		
Designated Child Protection Officer/s	Daniel Turull & Lucy Cowgill		

Critchill School Nunney Road, Frome, Somerset, BA11 4LB Tel: 01373 464148			
Chair of LGB	Andy Jones	CP Governor	Andy Jones
Headteacher	Sophie Addison	LAC Champion	Emma West
Safeguarding Lead (DSL)	Sophie Addison (Saddison@critchillschool.com)		
Designated Child Protection Officer/s	Emma West, Diggy Coe, Jon Hoare, Ella Gaston		

Dundry Primary School 110 Dundry Lane, Dundry, Bristol, BS41 8JE Tel: 0117 964 7181			
Chair of LGB	Alun Williams	CP Governor	Claire Mirams
Head of School	Anne-Marie Maggs	LAC Champion	tbc
Executive Headteacher	Ruth Noall (ruth.noall@cvsf.co.uk)		
Safeguarding Lead (DSL)	Anne-Marie Maggs (amaqgs@dundry.com)		
Designated Child Protection Officer/s	Ruth Noall		

Farrington Gurney Primary School Church Lane, Farrington Gurney, Bristol, BS39 6TY Tel: 01761 452419			
Chair of LGB	Adele Ross	CP Governor	Emily Horman (Deputy: Oliver Lynn)
Headteacher	Daniel Turull	LAC Champion	Daniel Turull
Safeguarding Lead (DSL)	Andrew Dix (adix@farringtongurneyschool.co.uk) Deputy: Heather Mason (hmason@farringtongurneyschool.co.uk)		
Designated Child Protection Officer/s	Andrew Dix, Heather Mason and Daniel Turull		

Hayesfield Girls' School Upper Oldfield Park, Bath, BA2 3LA Tel: 01225 426151			
Chair of LGB	Phillip Rothfield	CP Governor	TBC
Head of School	Philip White	LAC Champion	Jane Eaton
Executive Headteacher	Emma Yates		
Safeguarding Lead (DSL)	Jane Eaton (j.eaton@hayesfield.com)		
Designated Child Protection Officer/s	Paola Venables, Verity Stevens, Melissa Ross, Sarah Wright, Helen Gulliford, Sue Long		

Hemington Primary School Jubilee Terrace, Hemington, Radstock BA3 5XU Tel: 01373 834320			
Chair of LGB	Julie Roberts	CP Governor	Tanya Gibbs
Headteacher	Naomi DeChastelain	LAC Champion	Naomi DeChastelain
Safeguarding Lead (DSL)	Naomi DeChastelain (ndechastelain@hemingtonprimary.co.uk)		
Designated Child Protection Officer/s	Naomi DeChastelain and Lynn Dixon		

High Littleton Primary School Church Hill, High Littleton, Bristol, BS39 6HF Tel: 01761 470622			
Chair of LGB	Alec Bennett	CP Governor	Sam Easton
Headteacher	Gareth Griffith	LAC Champion	Gareth Griffith
Safeguarding Lead (DSL)	Gareth Griffith (gareth_griffith@highlittletonschool.com)		
Designated Child Protection Officer/s	Gareth Griffith		

Leigh on Mendip Primary School Leigh-on-Mendip, Somerset, BA3 5QQ Tel: 01373 812592			
Chair of LGB	Ty Schlecter	CP Governor	Matilda Bathurst
Executive Headteacher	Daniel Turull	LAC Champion	Louisa Phillips
Head of School	Louisa Phillips (LPhillips@leighonmendipschool.co.uk)		
Safeguarding Lead (DSL)	Louisa Phillips		
Designated Child Protection Officer/s	Penny Brown		

Longvernal Primary School			
Clapton Road, Midsomer Norton, Bath, BA3 2LP Tel: 01761 412777			
Chair of LGB	Kelly Antonowicz	CP Governor	Kerrie Courtier
Headteacher	Karen Bazeley	LAC Champion	Karen Bazeley
Safeguarding Lead (DSL)	Karen Bazeley (kbazeley@longvernalschool.com)		
Designated Child Protection Officer/s	Becky Leyman		

Mendip Studio School			
Knobsbury Lane, Radstock BA3 3NQ Tel: 01761 438557			
Chair of LGB	Paul Bergin	CP Governor	tbc
Headteacher	Bruce Hain	LAC Champion	Sally Simmons
Safeguarding Lead (DSL)	Clare England (cengland@writhlington.org.uk)		
Designated Child Protection Officer/s	Tracey Turner and Craig Leeder		

Midsomer Norton Primary School			
High Street, Midsomer Norton, Radstock, BA3 2DR Tel: 01761 412289			
Chair of LGB	Kath Cox	CP Governor	Kath Cox
Headteacher	Mr Alun Randell	LAC Champion	Sarah Biss
Safeguarding Lead (DSL)	Ms Sarah Biss (sbiss@midsomernortonprimary.co.uk)		
Deputy DSL/Child Protection Officer/s	Mr Alun Randell		

Norton Hill Primary School			
High Street, Midsomer Norton, Radstock, BA3 2DR Tel: 01761 412289			
Chair of LGB	Kelly Antonowicz	CP Governor	Karen Bazeley
Executive Headteacher	Mrs Kerrie Courtier	LAC Champion	Mrs Kerrie Courtier
Head of School & Safeguarding Lead (DSL)	Siobhan Waterhouse (swaterhouse@nortonhillprimary.com)		
Designated Child Protection Officer/s	Mrs Kerrie Courtier		

Norton Hill Secondary School			
Charlton Road, Midsomer Norton, Radstock, BA3 4AD Tel: 01761 412557			
Chair of LGB	Claire Hudson	CP Governor	Sarah Baldwin
Headteacher	Mr Gordon Green	LAC Champion	Tanya Gibbs
Safeguarding Lead (DSL)	Mrs Tanya Gibbs (tjibbs@nortonhillschool.com)		
Designated Child Protection Officer/s	Mrs Sarah Crispin, Mrs Liz Tucker, Mr Chris Elstob		

Park Road Support Centre

Park Road, Frome. BA11 1EU
Tel: 01373 472417

Chair of LGB	Kama McKenzie	CP Governor	Kama McKenzie
Headteacher	Lynda Bevan	LAC Champion	Wendy Lewis
Head of School	Jane Smalley		
Safeguarding Lead (DSL)	Mr C Oakwood (cookwood@stdunstansschool.com)		
Designated Child Protection Officer/s	Jane Smalley		

Peasedown St John Primary School

Bath Road, Peasedown St John, Bath, Somerset, BA2 8DH
Tel: 01761 432311

Chair of LGB	Sharon Lymposs	CP Governor	Sharon Lymposs
Headteacher	Elizabeth Ennew	LAC Champion	Jenny Tombs
Safeguarding Lead (DSL)	Jenny Tombs (jenny.tombs@psjprimary.co.uk)		
Designated Child Protection Officer/s	Elizabeth Ennew, Emma Dando		

Preston School

Preston School, Monks Dale, Yeovil, Somerset BA21 3JD
Tel: 01935 471131

Chair of LGB	Marta Baker	CP Governor	Marta Baker
Headteacher	Gregg Morrison	LAC Champion	Jill Chappell
Safeguarding Lead (DSL)	Jill Chappell (jill.chappell@prestonschool.co.uk)		
Designated Child Protection Officer/s	Jason Hinks, Hannah Peace		

Shoscombe Church School

St Julian's Road, Shoscombe, Bath, BA2 8NB
Tel: 01761 432479

Chair of LGB	Anna Holbrook	CP Governor	Anna Holbrook
Executive Headteacher	Mrs Ruth Noall	LAC Champion	TBC
Head of School & Safeguarding Lead (DSL)	Ruth Noall (rnoall@msnpartnership.com)		
Designated Child Protection Officer/s	Ruth Noall		

Somervale Secondary School

Redfield Road, Midsomer Norton, Radstock, BA3 2JD
Tel: 01761 414276

Chair of LGB	Claire Hudson	CP Governor	Sarah Baldwin
Headteacher	Ms Jo Postlethwaite	LAC Champion	Emily Harris
Safeguarding Lead (DSL)	Mr Ben Pearce (bpearce@somervaleschool.com)		
Designated Child Protection Officer/s	Mrs Karin Jay and Mrs Vanessa Aulds		

St Dunstan's Secondary School

Wells Road, Glastonbury, Somerset, BA6 9BY

Tel: 01458 832943

Chair of LGB	Kama McKenzie	CP Governor	Kama McKenzie
Headteacher	Lynda Bevan	LAC Champion	Wendy Lewis
Safeguarding Lead (DSL)	Mr C Oakwood (coakwood@stdunstansschool.com)		
Designated Child Protection Officer/s	Mrs Sarah Easterbrook, Mr Paul Jones, Miss Harriet Chinnock.		

St Julian's Church School

Wellow, Bath, Somerset, BA2 8QS

Tel: 01225 833143

Chair of LGB	Anna Holbrook	CP Governor	Rob Lancaster
Executive Headteacher	Mrs Ruth Noall	LAC Champion	TBC
Safeguarding Lead (DSL)	Ceri Mapstone (ceri.mapstone@stjuliansprimary.co.uk)		
Designated Child Protection Officer/s	Ruth Noall		

St John's Primary School

Redfield Road, Midsomer Norton, Radstock, BA3 2JN

Tel: 01761 412019

Chair of LGB	Mr Steve Smith	CP Governor	Mr Andrew Snee
Headteacher	Danielle West-Gaul	LAC Champion	Rosie Monks
Safeguarding Lead (DSL)	Danielle West-Gaul (danielle.west-gaul@stjohnsmsn.co.uk)		
Designated Child Protection Officer/s	Rosie Monks, Gemma Stone, Annette Steran		

St Mark's Secondary School

Bay Tree Road, Bath, BA1 6ND

Tel: 01225 312661

Chair of LGB	Julie Henderson	CP Governor	John Fox
Headteacher	Barnaby Ash	LAC Champion	Beth Rowlinson-Baker
Safeguarding Lead (DSL)	Hilary Kops (kopsh@st-marks.org.uk)		
Designated Child Protection Officer/s	Hilary Kops		

St Mary's Primary School

Lansdown View, Timsbury, Bath, BA2 0JR

Tel: 01761 470245

Chair of LGB	Jen Hird	CP Governor	Jen Hird
Executive Headteacher	Michelle Parsons	LAC Champion	TBC
Safeguarding Lead (DSL)	Jamie Thomson (jthomson@stmarystimsbury.co.uk)		
Designated Child Protection Officer/s	Miss Georgina Guest and Mrs Janice Purnell		

Trinity Church School			
Woodborough Lane, Radstock, BA3 3DE Tel: 01761 438650			
Chair of LGB	Jen Hird	CP Governor	Toby Simon
Executive Headteacher	Michelle Parsons	LAC Champion	Natalie Jones
Safeguarding Lead (DSL)	Michelle Parsons (head@trinitychurchschool.com) Natalie Jones (njones@trinitychurchschool.com)		
Designated Child Protection Officer/s	Michelle Parsons		

Welton Primary School			
Radstock Road, Midsomer Norton, Radstock, BA3 2AG Tel: 01761 413131			
Chair of LGB	Simon Scarborough	CP Governor	Paul Morgan
Headteacher	John Snell	LAC Champion	Amanda Audritt
Safeguarding Lead (DSL)	John Snell (jsnell@weltonprimaryschool.co.uk)		
Designated Child Protection Officer/s	Davina Lucas		

Westfield Primary School			
Longfellow Road, Radstock, BA3 3XX Tel: 01761 413662			
Chair of LGB	Julie Probert	CP Governor	Sarah Workman
Headteacher	Simon Mills	LAC Champion	Sally Campbell
Safeguarding Lead (DSL)	Simon Mills (smills@westfieldprimary.com)		
Designated Child Protection Officer/s	Vickie Bowery & Tammy Davies		

Writhlington Secondary School			
Knobsbury Lane, Writhlington, Radstock, BA3 3NQ Tel: 01761 433581			
Chair of LGB	Chris Dando	CP Governor	Steve Bamford
Headteacher	Keith Howard	LAC Champion	Linda Zuanello
Safeguarding Lead (DSL)	Clare England (cengland@writhlington.org.uk)		
Designated Child Protection Officer/s	Tracey Turner & Nathan Marshall		

Appendix 9 KCSIE 2022 Revisions made by the Trust Working Party

Part 1

Location in KCSIE	Change	Location in Trust Policy	Change	Checked July 2022
Para 19	New paragraph: Explaining that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL)	Page 6	Encouraging staff to have a 'professional curiosity' where children may not be ready to disclose abuse, exploitation or neglect.	
Para 23	Added that extra-familial harms can include sexual harassment and domestic abuse in their own intimate relationships (teenage relationships)	Page 29	Children who witness domestic abuse should also be seen as victims. Children can also be victims of domestic abuse in their own relationships and schools should follow the usual processes of support and action in such cases.	Checked July 2022
Para 26	Added to the definition of abuse that harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others - for example, the impact of all forms of domestic abuse on children	Page 29		Checked July 2022
Para 32	More detail on child-on-child abuse: Child-on-child abuse is the new name for peer-on-peer abuse. This section has also been moved ahead of the section on child criminal exploitation	Throughout document	Peer-on-peer abuse changed to child-on-child	Checked July 2022
Para 35	Added that abuse in intimate relationships between children is sometimes known as 'teenage relationship abuse'	Page 29	Children can also be victims of domestic abuse in their own relationships and schools should follow the usual processes of support and action in such cases.	Checked July 2022

Para 43	A new paragraph on domestic abuse explaining; <ul style="list-style-type: none"> • Children who witness domestic abuse are also victims • Witnessing domestic abuse can have a lasting impact on children • Children can be victims, and perpetrators, in their own relationships too • The abuse can be physical, sexual, financial, psychological or emotional 	Page 29	Children can also be victims of domestic abuse in their own relationships and schools should follow the usual processes of support and action in such cases.	Checked July 2022
Para 73	New paragraph on: If staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that doesn't meet the harm threshold, then they should share it in accordance with your low-level concerns policy	Page 5 Page 22	See relevant pages	

Part 2 Revisions

Location in KCSIE	Change	Location in Trust Policy	Change	Checked
Para 81	Your governors and trustees should: Receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support your school to deliver a robust whole school approach to safeguarding	In place page 18		Completed July 2022
Para 82	Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED). Note that these duties haven't changed	In place page 18		Checked July 2022
Para 103	Make sure: Your designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job. Governing bodies need to give the DSL the additional time, funding, training, resources and support needed to carry out their role effectively	In place		Completed July 2022
Para 136	Make sure:			Completed

	Online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies/procedures (this has now been specified as a responsibility of governing bodies and proprietors)	In place		July 2022
Para 140	Make sure: The leadership team and relevant staff are aware of and understand the filters and monitoring systems in place, manage them effectively and know how to escalate concerns	In policy pages 4 and 5		Completed July 2022
Para 151	Your school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns), about staff members (including supply staff, volunteers and contractors).	Page 5 and 22		Completed July 2022
Para 198	The child protection policy reflects that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so).	Throughout policy and on page 34		Checked July 2022
Para 166	Seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place. This applies regardless of whether or not the children who attend these services/activities are children on the school roll/attend the college	In safeguarding processes document		Checked July 2022
Para 85	New sections adding greater detail on the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED) KCSIE explains that in relation to safeguarding: Human Rights Act 1998: being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to schools under the European Convention on Human Rights (ECHR)	Awareness raised and see page		Completed July 2022

Para 88	Equality Act 2010: governing bodies and proprietors should carefully consider how they're supporting their pupils and students regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race) under the Equality Act	In place in practices		Completed July 2022
Para 89	Public Sector Equality Duty (PSED): you can take positive action to deal with particular disadvantages affecting pupils (where you can show it's proportionate). This includes making reasonable adjustments for disabled pupils. You could consider using it, for example, to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment	In place in practices		Completed July 2022
Paras 92 and 93	Under the PSED, you must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps your school to focus on key issues and how to improve student outcomes. Some pupils may be more at risk of harm from issues such as sexual violence, homophobic, biphobic, transphobic bullying or racial discrimination	Page 33	It is important for Trust schools to recognise that there are additional barriers faced by children who identify as LGBGT. These pupils may be targeted by others and schools should ensure they do the following to keep these children safe: <ul style="list-style-type: none"> • Provide these children with a trusted adult to confide in • Provide these children with a safe place in school to share their concerns and speak out about the barriers they face 	Completed July 2022
Para 98	Your staff behaviour policy (also called the staff code of conduct) should also include: <ul style="list-style-type: none"> • Low-level concerns • Allegations against staff, and • Whistleblowing 	Low level concern added to code of conduct		Completed July 2022

Para 130	<p>You play a crucial role in preventative education This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by:</p> <ul style="list-style-type: none"> • Your behaviour policy • A pastoral support system • A planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as: <ul style="list-style-type: none"> ○ Healthy and respectful relationships ○ Boundaries and consent ○ Stereotyping, prejudice and equality ○ Body confidence and self-esteem ○ How to recognise an abusive relationship (including coercive and controlling behaviour). ○ The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support ○ What constitutes sexual harassment and sexual violence and why they're always unacceptable. 	Page 5. But also in other policies.	<ul style="list-style-type: none"> • The school curriculum details how children are educated to be safe and to recognise and stay safe from abuse including on-line; • The school curriculum teaches pupils about British Values so that they are tolerant and call out prejudicial or harmful behaviours including – sexism, misogyny, homophobia and biphobia, sexual harassment and abuse, etc. 	Completed July 2022
----------	--	-------------------------------------	--	---------------------

Part 3 Revisions

Location in KCSIE	Change	Location in Trust Policy	Change	Checked
Para 220	<p>More details on safer recruitment measures You should:</p> <ul style="list-style-type: none"> • Consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online 	Page 14	<ul style="list-style-type: none"> • The relevant school will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors in accordance with statutory requirements. These checks will include an online soft search on short-listed candidates; 	Checked July 2022

Para 223	<ul style="list-style-type: none"> Not include any repeated concerns or allegations that have all been found to be false, unfounded, unsubstantiated or malicious in a reference 	In practice		Completed July 2022
----------	---	-------------	--	---------------------

Part 4 Revisions

Location in KCSIE	Change	Location in Trust Policy	Change	Checked
Part 4: handling allegations against staff	Part 4 has been renamed as 'safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors'	Noted		Completed July 2022
Para 427	Additional clarity around low-level concerns: <ul style="list-style-type: none"> Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. 	Pages 5 and 22		Checked July 2022
Para 432	Schools should have procedures in place for confidentially sharing low-level concerns and clarity around the role of the DSL and headteacher in this. The headteacher should be the ultimate decision-maker in respect of all low-level concerns, although they may wish to consult the DSL to take a more collaborative approach	Pages 5 and 22		Completed July 2022
Para 434	If you're in any doubt as to whether a low-level concern meets the harm threshold, then consult your local authority designated officer (LADO)	In place		Completed July 2022
Para 425	In the examples of adult behaviour that could be a low-level concern, KCSIE has replaced sexualised language with 'humiliating pupils'	In place page 22		Completed July 2022

Part 5 Revisions

Location in KCSIE	Change	Location in Trust Policy	Change	Checked
Page 7	The DfE's standalone guidance on sexual violence and sexual harassment is now absorbed fully within KCSIE (this is explained on page 7 of their consultation response).			Checked July 2022
Para 446	<p>More guidance on what to be aware of</p> <ul style="list-style-type: none"> • You should be aware of the importance of: <ul style="list-style-type: none"> ○ Making it clear that there is a zero tolerance approach to sexual violence and sexual harassment, and that failure to do so can lead to a culture of unacceptable behaviour and in the worst case scenario, a culture that normalises abuse ○ Recognising that even if there are no reports, it doesn't mean it's not happening ○ Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them 	In policy already		Completed July 2022
Para 448	Children with SEND are 3 times more likely to be abused than their peers	Page 34		
Paras 454-457	<p>There's more detail on:</p> <ul style="list-style-type: none"> • Harmful sexual behaviour (HSB), including: <ul style="list-style-type: none"> ○ HSB can occur online and/or face-to-face and can also occur simultaneously between the 2 ○ Both the ages and stages of development of the children are critical factors ○ The DSL and their deputies should have a good understanding of HSB, which could form part of their safeguarding training ○ Children displaying HSB have often experienced their own abuse and trauma, and it's important they're offered appropriate support 	Covered already		Completed July 2022
Para 458	<ul style="list-style-type: none"> • Preventing abuse, notably the DSL should: 	Covered already		Completed

	<ul style="list-style-type: none"> ○ Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's or college's policies (especially the child protection policy) and responses, and ○ Be confident that they know what local specialist support is available to support all children involved (victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support 	<p>DSLs trained highly and all schools have multiple colleagues trained to spot errors</p>		<p>July 2022</p>
<p>Paras 470-478</p>	<p>New section on confidentiality and anonymity Regarding confidentiality:</p> <ul style="list-style-type: none"> ● Staff shouldn't promise confidentiality as it might be in the victim's best interest to seek advice and guidance ● If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer. This is because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies ● The DSL will have to balance the victim's wishes against their duty to protect the victim and other children ● The DSL should consider that: <ul style="list-style-type: none"> ○ Parents or carers should normally be informed (unless this would put the victim at greater risk) ○ The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and ○ Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains 	<p>In place already</p>		<p>Completed July 2022</p>

	<p>Regarding anonymity, schools should:</p> <ul style="list-style-type: none"> • Be aware of the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system • Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for the children involved • Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities 			
Paras 543-545	<p>New section on discipline and the alleged perpetrator(s)</p> <ul style="list-style-type: none"> • The DSL should take the lead role • You can take disciplinary action whilst other investigations are ongoing e.g. by the police • The fact another body is investigating/has investigated an incident doesn't (in itself) prevent you from coming to your own conclusion about what happened and impose a penalty accordingly. This is a matter for you and you should consider it on a case-by-case basis • You should consider whether: <ul style="list-style-type: none"> ○ Taking action would prejudice an investigation and/or subsequent prosecution - liaise with the police and/or LA children's social care to determine this ○ There are circumstances that make it unreasonable/irrational for you to reach your own view about what happened • You can, and should, take disciplinary action and still provide support at the same time if necessary 	In place in allegations policy and behaviour policies		Completed July 2022
Paras 546-551	<p>New section on working with parents and carers</p> <ul style="list-style-type: none"> • You will (in most cases) engage with both the victim's and alleged perpetrator's parents or carers when there's been a report of sexual violence (this might not be necessary in relation to sexual harassment, but decide it on a case-by-case basis) 	In place already		Completed July 2022

	<ul style="list-style-type: none"> • The exception is if there's reason to believe informing a parent or carer will put the child at additional risk • You should think carefully about what information you provide about the other child involved, and when. Make sure you work with relevant agencies to ensure your approach to information sharing is consistent • It's good practice to: <ul style="list-style-type: none"> ○ Meet the victim's parent or carers with the victim to discuss what's being put in place to safeguard and support them, and how the report will progress ○ Meet with the alleged perpetrator's parents or carers to discuss what's being put in place that will impact them, e.g. moving them out of classes with the victim. You should explain the reason behind any decision • The DSL would attend these meetings - decide what other agencies should attend on a case-by-case basis 			
Paras 552-557	<p>New section on safeguarding other children</p> <ul style="list-style-type: none"> • You should consider supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration • You should do all you can to make sure the victim, alleged perpetrator(s) and any witnesses are not being bullied or harassed • Social media is likely to play a role in the fall out from any incident/alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side • You should consider school transport as part of your risk assessment as a potentially vulnerable place for a victim or alleged perpetrator(s) • It's important to keep your policies, processes and curriculum constantly under review to protect all children • Reports of sexual violence and/or harassment may: <ul style="list-style-type: none"> ○ Point to environmental/systematic problems that could be addressed by updating policies, processes and the curriculum ○ Reflect wider issues in the local area 	Part of practice and across many policies		Completed July 2022

Para 468	Extra clarity that: It should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them	Page 26	All schools within the Trust have a duty of care to challenge victim blaming and ensure appropriate support is offered to those who disclose cases of child on child abuse.	Completed July 2022
Para 482	You should consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment	In place		Completed July 2022
Para 492	Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements	In place		Completed July 2022
Paras 522 and 523	If there are delays in the criminal process, it will be important for the DSL to work closely with the police (and other agencies as required) whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s) – this is to make sure the school’s actions don’t jeopardise the police investigation. If you have any questions about the investigation, you should contact the police	In place and current practice		Completed July 2022
Para 530	<ul style="list-style-type: none"> • When supporting the victim, you should: <ul style="list-style-type: none"> ○ Regularly review decisions and actions, and update relevant policies with lessons learnt ○ Look out for potential patterns of concerning, problematic or inappropriate behaviour, and where you identify a pattern, decide on a course of action ○ Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether extra teaching time and/or staff training could minimise the risk of it happening again 	In place		Completed July 2022
Para 533	<ul style="list-style-type: none"> • Children who have experienced sexual violence can display a wide range of responses, so schools should remain alert to the possible challenges of detecting those signs and show sensitivity to their needs 	In place		Completed July 2022

Annexe C: role of the designated safeguarding lead (DSL)

Location in KCSIE	Change	Location in Trust Policy	Change	Checked July 2022
Annex C	The DSL is expected to be aware that children must have an 'appropriate adult'.	In place already		Checked July 2022