Midsomer Norton Schools Partnership

Issued:	September 2026
Last review:	July 2026
Review:	Term 6 annually
LST:	AWI

CHILD PROTECTION AND SAFEGUARDING POLICY

To be read in conjunction with the school specific local safeguarding procedures

Throughout this policy 'Keeping Children Safe in Education' (KCSIE) and 'Working Together to Safeguard Children' (Working Together) refer to the latest version of the statutory guidance.

If you are unable to contact the Chair of Governors, Headteacher or DSL at one of the Trust Schools (using the contact details in appendix 8) regarding a Safeguarding concern, please contact the CEO, Alun Williams or the Safeguarding Trustee Sarah Baldwin via Sharon Crane, Trust PA - headoffice@msnpartnership.com.

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.

Any external organisation using Trust premises will be subject to all Trust safeguarding policies and processes.

1

Part A: Core Operational Policies and Procedures 4

1 Purpose of policy 4

2 Roles and responsibilities 4

3 Safeguarding children 9

4 Child protection procedures 11

5 Early Years settings within schools 14

6 Safer recruitment 16

7 Staff practice and conduct 21

8 Health and safety and risk assessments 23

9 Boarding Settings 23

10 Working across the Trust 24

Part B: Additional safeguarding Information, practices and procedures 25

1 Non-collection of children from school 25

2 Children who are missing education or home educated (unexplainable and/or persistent absence) 25

3 Mental health 26

4 Child-on-child abuse 26

5 Harmful sexual behaviour, sexual violence and sexual harassment (child-on-child abuse) (including technology assisted sexualised behaviour) 27

6 Child Criminal Exploitation (CCE) 28

7	Child Sexual Exploitation (CSE)	29
8	County Lines	29
9	Serious Violence and weapons	30
10	Domestic abuse	30
11	Prevention of radicalisation	30
12	Honour Based Abuse	31
13	Forced marriage Guidance	31
14	Mandatory reporting of Female Genital Mutilation (FGM)	31
15	Private Fostering	32
16	Online safety/ Cyber Crime	32
18	Modern Slavery	33
19	Opportunities to teach safeguarding	33
20	Equalities Incidents	34
21	Looked after and previously looked after children and care leavers	34
22	Children with special education needs or disabilities (SEND)	34
23	Safeguarding vulnerable groups	34
24	Contextual safeguarding for young people	34
25	Children requiring mental health support	35
26	Gender Questioning Children	35
27	Other relevant safeguarding documentation	35
Appendix 1	*Local procedures template*	36
Appendix 2	*Concern referral form including body map*	37
Appendix 3	*Front Sheet for CP/Welfare Concerns File*	40
Appendix 4	*Chronology*	41
Appendix 5	*Transfer of records form*	42
Appendix 6	Flow chart for Children in Need Procedures	43
Appendix 7	*Flowchart for process of managing an allegation of abuse by a member of staff (including support staff)*	44
Appendix 8	*Designated CP Staff at MNSP Home Schools*	45
Appendix 9	*Revision summary of changes*	*54*

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance
This policy has been updated to reflect the latest version of KCSIE. The Trust will also have regard to the Data (Use and Access) Act 2025 when applying data protection requirements, and to current DfE guidance on reasonable force and restrictive intervention where relevant.

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2026) 'KCSIE'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage'
- DfE Early Years Foundation Stage statutory framework for group and school-based providers 2025
- DfE (2024) 'Working together to improve school attendance'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'

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

Including but not limited to;

- Attendance
- Ambulance
- Health and safety
- Complaints
- Anti-bullying
- Behaviour
- Physical intervention
- Medical conditions in school
- Drugs in School
- Educational visits
- Intimate care
- Internet filtering/ICT
- CCTV
- Code of Conduct
- Recruitment & Selection
- Induction
- Whistle blowing
- Relationships and Sex Education (RSE)
- Mental health
- Data protection and Data Breach

Part A: Core Operational Policies and Procedures

1 Purpose of policy

Safeguarding includes providing help and support as soon as problems emerge, including through universal services, community-based 'Early Help' and the more targeted early support of 'Family Help'. The Trust recognises that safeguarding includes protecting children from maltreatment within or outside the home, including online and that effective safeguarding requires staff to understand the economic, social and cultural circumstances, including ethnicity, that can shape children and families' lives.

This policy sets out how the Multi-Academy Trust (the "Trust") intends to meet its statutory duty under section 157/175 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.

For the purposes of this policy, **"safeguarding and protecting the welfare of children"** is defined as:

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of pupils' mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this policy as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm.

This includes harm that occurs inside or outside the home, including online. Effective safeguarding means those working with children should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

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; KCSIE and all associated guidance and other relevant legal frameworks*, and for sharing the fact that a child has a social worker;
- Supporting schools and providing advice when 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 – Bath & North East Somerset Community Safety and Safeguarding Partnership

To report a concern about a child contact:

- Office hours: 01225 39 61 11 or 01225 47 79 29
- Emergency duty team (Out of hours): 01454 61 51 65
- Online: Bath & North East Somerset Community Safety and Safeguarding Partnership (BCSSP) (BathNES) - Report a concern
- Guidance: C:\Users\mcaleec\AppData\Local\Temp\msoA1A1.tmp:

Keeping Bristol Safe Partnership - https://bristolsafeguarding.org/contact-us/
To report a concern about a child contact:

- First response: 0117 903 6444
- Emergency Duty Team (out of hours): 01454 615 165
- Online: https://www.bristol.gov.uk/residents/social-care-and-health/children-and-families/concerns-about-a-child
- Guidance: Keeping Bristol Safe Partnership: Effective Support for Children and Families in Bristol

Gloucestershire Safeguarding Children Partnership – https://www.gloucestershire.gov.uk/gscp/
To report a concern about a child contact:

- Children and Families Front Door Service: 01452 426565
- Emergency Duty Team (out of hours) 01452 614758
- Professional Advice Line: 01452 427070
- Online: Request support from Children's social care and Early Help – Gloucestershire Forms
- Guidance: Gloucestershire Safeguarding Children Partnership Multi Agency Safeguarding Procedure Manual | Gloucestershire Safeguarding Children's Partnership

South Gloucestershire Safeguarding Partnership- About the Partnership | SafeguardingSouth Gloucestershire Safeguarding
To report a concern about a child contact:

- Access and Response Team: 01454 866000
- Emergency Duty Team (out of hours): 01454 615165
- Online: How to make a referral | SafeguardingSouth Gloucestershire Safeguarding
- Guidance: The Right Help in the Right Way at the Right Time (Threshold Document) | SafeguardingSouth Gloucestershire Safeguarding

North Somerset Safeguarding Children Partnership– Childrens Safeguarding Partnership | Childrens Safeguarding Partnership
To report a concern about a child contact:

- Care Connect: 01275 888 808
- Emergency Duty Team (out of hours): 01454 615 165
- Professional consultation line: 01275 888 690
- Online: Essential contact details for referrals, concerns and support | Childrens Safeguarding Partnership
- Guidance: Effective Support for Children, Young People and Families

Somerset Safeguarding Children Partnership - Somerset Safeguarding Children Partnership
To report a concern about a child contact:

- Somerset Direct: 0300 123 2224
- Emergency Duty Team (out of hours): 0300 123 23 27
- Family Front Door Consultation line for DSLs and GPs on 0300 123 3078
- Online: Early Help Assessment (EHA) and Supporting Documents – Professional Choices
- Guidance: Effective Support for Children and Families in Somerset - Somerset Safeguarding Children Partnership

Wiltshire Safeguarding Vulnerable People Partnership – Wiltshire Safeguarding Vulnerable People Partnership (SVPP) - Home page
To report a concern about a child contact:

- Integrated Front Door: 0300 456 0108
- Emergency Duty Team (out of hours): 0300 456 0100
- Online: Wiltshire Safeguarding Vulnerable People Partnership (SVPP) - About safeguarding children
- Guidance: wiltshire_s_multi-agency_threshold_document_for_children_2024_v2_31_final.pdf

Dorset Safeguarding Children Partnership Pan-Dorset Safeguarding Children Partnership - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership
To report a concern about a child contact:

- Family Support and Advice Line: 01305 228558
- Emergency Duty Team (out of hours): 01305 221000
- Online: Worried about a child - Dorset Council
- Guidance: Continuum-of-Need-Final-07.05.2025.pdf

**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 all staff, including staff who do not work directly with children, read Part one of KCSIE in full and that mechanisms are in place to support staff understanding of their safeguarding responsibilities.

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 to monitor safeguarding and child protection procedures within the school 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;
- Staff induction will include the child protection policy, behaviour policy, staff behaviour/code of conduct policy, the safeguarding response to children absent from education on repeat occasions and/or for prolonged periods, the identity and role of the DSL and deputies, Part one of KCSIE 2026 and online safety training, including filtering and monitoring responsibilities.
- 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'*;
- 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 panels.
  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).*
- That the Trust systems to ensure appropriate internet and IT filtering meet the *filtering and monitoring standards* is in place at all times and they are reviewed regularly.
- The Trust will ensure that any Trust/School owned or purchased device or network (including through any bursary scheme), will always have the highest level of filtering installed using *Smoothwall* filtering services. *Smoothwall* is an industry standard filtering product that protects all used and all IT equipment. The fundamental principle of

Smoothwall is to block access to anything that is NOT known to be safe and suitable. *Smoothwall* filter lists are automatically updated from the *Internet Watch Foundation* and lists provided by the *NCSC/GCHQ* (Prevent).

- Each school will have an annual filtering and monitoring effectiveness review, led by the senior leader responsible for filtering and monitoring with support from DSLs and IT services. The review will check that filtering and monitoring are working effectively on all internet-connected devices and in all relevant locations and schools will retain a written record of checks, findings and actions taken.
- That staff understand their role and expectations around filtering and monitoring systems relating to IT

2.3 *S*chools 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 applies appropriate filtering and monitoring of IT and staff are appropriately trained so they understand their responsibility in this regard;
- 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

Each school will maintain clear and robust DSL cover arrangements for any period when the DSL is unavailable. These arrangements will include named deputy DSL cover and, where used, a monitored confidential safeguarding mailbox, or equivalent process, so that urgent concerns are identified and acted upon without delay.

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 should be made available to staff and visitors to read alongside the Trust CP Policy during induction/first visit and should be easily accessible and regularly updated via the Trust Safeguarding Portal and uploaded to school websites..

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 themes;
- 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 Partners policies and that local procedures are reviewed at least 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 local safeguarding partnership requirements), including Prevent awareness training, DSL briefings/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 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;
- ensure they understand fully and take responsibility for, filtering and monitoring systems and pass this information to staff so that they too are aware;
- 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 Partnership;
- Ensure all staff receive appropriate safeguarding and child protection training (including online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training should be regularly updated. In addition, ensure all staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- ensure parents are fully aware of the Trust policies and procedures and that they are kept informed and involved;
- ensure Child Protection files are passed on when children transfer to other schools within 5 working days of them starting, 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.
- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

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 and shared with parents and carers to deal with issues raised by them that cannot be resolved informally; and
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

2.6 Multi-agency working

Multi-agency work will reflect current local thresholds and 2026 terminology, including universal services, community-based Early Help, the targeted early help level of Family Help, section 17 Child in Need support, section 47 child protection enquiries, section 31 care or supervision orders and section 20 accommodation. Staff will understand when a non-social-worker practitioner may lead an assessment and when local authority children's social care must lead.

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* and *KCSIE*.

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

Safeguarding evidence for inspection will include governance oversight of safeguarding arrangements, annual filtering and monitoring review records, staff completion of Part one of KCSIE, DSL cover arrangements, information-sharing practice, oversight of alternative provision, boarding or residential arrangements where relevant, and safeguarding responses to absence, suspensions, part-time timetables and vulnerable groups.
Since September 2019, Ofsted's inspections of early years, schools and post-16 provision are carried out under: Ofsted's Education Inspection Framework. From November 2025, Inspectors will report on whether safeguarding requirements are met or not met and will use evidence, such as that listed above, to make this judgement.

Further information on how Ofsted evaluates safeguarding can be found in the State Funded School Inspection Tool Kit, State-funded school inspection toolkit

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.

Alternative Provision:

The Trust has a separate Alternative Provision Policy which outlines the requirements of all schools within the Trust in their use of Alternative Provision. Schools must know where their children are being educated (to include an address) and all staff working in the AP must have undertaken our safeguarding training or provided a compliance statement to demonstrate they meet our requirements for safeguarding, including with regards to safer recruitment.

3.1 Early help

Any child may benefit from support before statutory intervention, including universal services, community-based Early Help or the targeted early help level of Family Help. Staff will be prepared to identify children who may benefit from Family Help as soon as a problem emerges and will follow local procedures to secure timely support.

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:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
  is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

The Trust will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing from education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

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

Referral decisions will distinguish clearly between community-based Early Help, targeted Family Help, statutory section 17 Child in Need support and section 47 child protection enquiries. The DSL will apply local assessment protocols and thresholds and will record the decision, rationale, consultation undertaken, information shared and parental involvement where appropriate.

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 as they 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)*
- https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- What to do if you're worried a child is being abused *(DfE)*
  What to do if you're worried a child is being abused - Publications - GOV.UK
- The South West Safeguarding Children Board child protection procedures
  https://swcpp.trixonline.co.uk/
- KCSIE (*DFE*)
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- 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

Staff will recognise indicators of abuse, neglect, exploitation and modern slavery. They will understand that these issues rarely occur in isolation, often overlap, and may occur inside or outside school, inside or outside the home, and online.

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

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

Staff will recognise that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and may not recognise their experiences as harmful. Barriers may include vulnerability, disability, sexual orientation, language, embarrassment, humiliation or threats. Staff will maintain professional curiosity and build trusted relationships that support children to communicate.

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.

Staff are aware of the need to record any conversations clearly and that any logs could be used as evidence in court**,** which they may be asked to attend as a witness.

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 children with disabilities can also be made to the relevant LA's Children with Disabilities Team.

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 relevant LA's Children's Services 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 through local procedures.

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.

4.5 Attendance at case conferences and core groups

When contributing to child protection conferences, core groups or other multi-agency meetings, staff will consider whether coercion, exploitation, modern slavery, criminalisation of victims, organised networks, teenage relationship abuse, financial exploitation, online harm or extra-familial harm are relevant to the child.

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 strategy meetings, child protection conferences and core group meetings:

- Where possible, a member of staff who knows the child best, such as a class teacher of 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 chid 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

Safeguarding records will capture decisions and rationale, the child's voice, wishes and feelings, information shared and with whom, risk assessments, support offered internally, referrals made, outcomes and follow-up. Records will also capture safeguarding concerns linked to absence, part-time timetables, suspensions, alternative provision and repeated removals from the classroom.

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 Child Protection 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. Please note, photographs of injuries should NOT be taken by staff, unless a DSL has completed a 'request for service' and received confirmation in writing that they are permitted to take a picture of any injury.

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 be transferred to the pupils next education setting when then leave. For those with no onward destination, they will be disposed of as confidential waste (unless the record contains information about sexual abuse, in which case the record should not be destroyed) in accordance with the Records Retention Policy.

4.8 Confidentiality and information sharing

Information sharing will comply with data protection laws, including UK GDPR, the Data Protection Act 2018 and the Data (Use and Access) Act 2025. Information sharing must be timely, necessary and proportionate, based on risk, and must not be delayed where a child is at risk of harm. Staff will record what was shared, with whom, why it was shared and the lawful basis where relevant.

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 (unless seeking consent would result in further risk to the child).

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 make 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

Where children aged 0 to 5 attend school-based nurseries or reception classes, section 3 of the Early Years Foundation Stage statutory framework will be read alongside KCSIE.

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 , the Early years foundation stage (EYFS) statutory framework - GOV.UK and other related statutory guidance

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.

Safer Recruitment Training should be undertaken every three years by key office admin involved in the recruitment process and at least one person on any interview panel.

6.1 General principles

Safer recruitment processes will apply to staff, trainee teachers, volunteers and others working with children, as relevant. Recruitment panels will consider whether each role involves regulated activity under the current definition, including relevant volunteer roles.

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 DfE KCSIE guidance.

- 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 – (candidates will be informed that this check will take place);
- 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

Prohibition and related checks will be made using the DfE Check a Teacher's Record Service. Where DBS certificate follow-up is required, this should be completed within 30 calendar days of the certificate issue date where relevant.

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 DfE Check a Teacher's Record Service 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.
- Schools will check other staff roles (eg TAs/HLTAs) against the definition of 'teaching work' (below) to determine whether a prohibition from teaching check is required for them:
  The Teachers' Disciplinary (England) Regulations 2012 define teaching work as:
  - *planned and preparing lessons and courses for pupils;*
  - *delivering lessons to pupils;*
  - *assessing the development, progress and attainment of pupils; and*
  - *reporting on the development, progress and attainment of pupils.*

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).
  - Documents used to evidence relevant qualifications.

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

DBS and barred list decisions will be made in line with KCSIE and current regulated activity definitions. A person volunteering in a school or college in a role involving teaching, training, instructing or supervising children on more than three days in a month, or overnight, is regarded as being in regulated activity and requires appropriate barred list consideration and 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.

Enhanced DBS checks which include a barred list check 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.
Enhanced DBS checks with barred list check 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

From 1 September 2026, the previous supervision exemption in relation to regulated activity with children no longer applies. The Trust will therefore determine whether a volunteer is engaging in regulated activity by reference to the nature and frequency of the activity undertaken, irrespective of whether that individual is supervised. Where a volunteer is undertaking regulated activity, the appropriate enhanced DBS check, including a check of the children's barred list, will be obtained in accordance with statutory requirements and KCSIE.
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 enhanced DBS check. 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. Named contacts will be listed, along with processes for incident-sharing and arrangements for vulnerable learners. The alternative provision will be visited by a senior member of staff prior to any child being admitted. The commissioning school retains safeguarding responsibility for pupils at AP.

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/DSL in the 'home' school.

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

6.8 Host Family Checks

The Trust recognises that in accordance with the government's statutory safeguarding guidance for schools, KCSIE, 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 an enhanced DBS certificate with barred list check 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 DLS/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 practise 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

Safeguarding training and updates will include Violence Against Women and Girls, misogyny and misandry, the harmful sexual behaviour continuum, online abuse including AI-generated nudes and semi-nudes, modern slavery, serious violence, coercion and exploitation, Family Help, information sharing and filtering and monitoring.

The headteacher 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:

- KCSIE 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 KCSIE and other sections where relevant.

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

School staff and governors will receive safeguarding training provided by the relevant Local Safeguarding Children Partnership 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 Partnership.

School staff will also receive training on the use of the Early Help Assessment and local 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

Physical intervention and restraint will be managed in line with current restrictive intervention guidance. The Trust will distinguish reasonable force from restrictive intervention, record and review incidents, consider SEND, medical needs and trauma, and ensure restraint is never used as punishment.

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

Allegations and low-level concerns procedures apply to staff, supply teachers, trainee teachers, volunteers and contractors. Where a concern or allegation relates to a trainee teacher, the school will share safeguarding responsibilities with the training provider and follow LADO advice where the harm threshold may be met.

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 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 KCSIE.

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.
- In some cases, if the low level concern is more serious, or if there has been a repetition of behaviour, then the head teacher may choose to investigate the concerns using the process within the disciplinary policy.

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

Staff may use whistleblowing procedures to raise concerns about safeguarding practice, poor information sharing, failure to act on child-on-child abuse, inappropriate use of restraint, unsafe online filtering or monitoring, alternative provision safeguarding weaknesses, or concerns about adults including trainees, volunteers and contractors.

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

Lettings, external users, sport providers and clubs using Trust premises must have appropriate safeguarding and child protection arrangements, safer recruitment assurances, escalation routes and information-sharing expectations. The Trust may require evidence of these arrangements before use of premises is agreed and may terminate use where safeguarding expectations are not met.

There is a Trust policy on Health and Safety and risk assessments.

9 Boarding Settings

Boarding and residential settings will evidence safeguarding induction, appropriate staff ratios and supervision, safer recruitment, information sharing, a safer culture, out-of-hours DSL cover, missing child procedures, online safety arrangements and systems for listening to pupil voice.

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. (NMS 1: Statement of boarding 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. (NMS 11: Boarders' induction and individual support);
- All boarders are registered at a local GP Surgery and rigorous scrutiny of NMS 7: Boarders' health and wellbeing is carried out to ensure boarders are looked after to the highest standard. (NMS 7: Boarders' health and wellbeing); Where boarding is intermittent pupils will retain their GP at their home address
- 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 12: Contact with parents/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 9: Safety of 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 9: Safety of boarders);
- Fire drills take place in boarding time (three times per year). Fire drills are recorded and shortfalls acted upon. Arrangements are in place to ensure 'flexi' boarders know what to do in the event of a fire alarm. (NMS 10: 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 documents and is reviewed periodically in safeguarding meetings. (NMS 8: Safeguarding);
- Schools with boarding understand that boarders' personal devices with 3, 4 and 5G networks have the potential to bypass the school's filtering and monitoring systems. As far as reasonably possible, schools will prevent harmful content being accessed by pupils on such devices. (NMS 8: Safeguarding).
- Boarders' behaviour is reviewed 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 15: Promoting positive 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 has undertaken appropriate training in the management and practice of boarding. (NMS 2: Management and development of boarding);
- The nominated governor for boarding liaises with the nominated safeguarding governor in relation to safeguarding concerns (NMS 2: 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 19: 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 20: Staffing and supervision);
- There are robust measures in place to ensure that staff responsible for boarders know where boarders 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 20: 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 20: Staffing and supervision);
- All concerns and complaints relating to boarding are recorded in the Concerns Log and taken seriously. All concerns are reviewed periodically by SLT (including the DSL) and Governance. (NMS 14: 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 and special 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 a referral made to early help or children's social care if appropriate. If there are also child protection concerns, a referral should be made to the relevant Local Authority Children's Services.

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.

2 Children who are missing education or home educated (unexplainable and/or persistent absence)

This section applies to children who are absent from education, missing education or home educated. Schools will consider repeat absence, prolonged absence, persistent absence, part-time timetables, repeated removal from class, multiple suspensions, risk of permanent exclusion and AP or PRU placement as potential safeguarding indicators. Schools will also consider the role of Virtual School Heads in promoting attendance and educational outcomes for children with a social worker and previously looked-after children.

Children missing 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
- Keep a record 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 with a registration certificate attached should be completed and sent to the relevant LA.

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 or might lead to a safeguarding concern developing. 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

Child-on-child abuse, including harassment, violence, misogyny, racism, faith-based abuse and sexual abuse, is a safeguarding issue for both the victim and the alleged perpetrator. It is preventable, can happen online and offline, and may include serious physical harm or threats involving weapons. Schools will be alert to high-risk times around the school day.

All Trust staff should be aware that children can abuse children, known as child-on-child abuse. Abuse 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 - which will include appropriate investigation involving relevant parties and evidence available.

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 child on child 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 KCSIE, 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.
- initiation/hazing

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 guidance in Part 5 of KCSIE and refer to the relevant Local Authority Harmful Sexual Behaviour protocol.

Schools will minimise the risk of child-on-child abuse through their delivery of education 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 additional 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 a continuum from harmful sexual behaviour through to sexual violence. All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether consensual or non-consensual. This includes AI-generated images, deepfakes or deep nudes, livestreams and digitally altered images.

The Trust also 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 children* contained in KCSE 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.

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 *KCSIE* 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 S*earching, 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 is 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 and Part 5 of KCSIE 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 wherever possible.

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), 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.

Child criminal exploitation may be committed or facilitated by an organised network or gang. Victims may identify as part of the group, may be criminalised for actions taken under coercion, and may be subject to modern slavery requiring consideration of referral through the National Referral Mechanism.

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)

Child sexual exploitation may be committed by an individual or an organised network. Staff should be aware that most sexual abuse is committed by individuals known to the victim and that victims may be criminalised for actions taken under coercion. Schools will consider modern slavery guidance and child exploitation disruption resources where relevant.

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 form of Child Criminal Exploitation (CCE) and must be treated first and foremost as a safeguarding concern. Any member of staff who has concerns that a child may be involved in, at risk of, or being exploited through County Lines must report the concern immediately to the DSL or DDSL. The DSL will consider the appropriate safeguarding response, including referral to children's social care, the police and/or other relevant agencies in accordance with local safeguarding procedures. Behaviour and attendance processes may form part of the wider support provided to the child but must not replace or delay the appropriate safeguarding response.

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 Mechanism 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.

9 Serious violence (including use or and carrying of weapons)

This refers to: physical assaults alongside carrying, threatening with, or using weapons, frequently linked to peer conflict, bullying, or criminal exploitation (such as county lines). There is a mandatory duty on all staff to immediately report any concerns about a child carrying, using, or expressing an intent to use a weapon to the Designated Safeguarding Lead (DSL) or deputy.

The DSL or deputy must assess the risk to the individual pupil and others, and establish a formal safety and support plan, including steps to de-escalate peer conflict where necessary.

Some children are at greater risk of instigating or being the victim of serious violence including those with with disrupted education (e.g., suspensions, permanent exclusions, alternative provision) or a previous history of offending.

Schools should be aware of high risk times such as the beginning or end of the schools day and that children committing violent acts may also be victims of exploitation themselves.

10 Domestic abuse

Domestic abuse includes children experiencing the effects of abuse in their own intimate relationships, sometimes referred to as teenage relationship abuse, including physical, sexual and emotional abuse and stalking. Information received through Operation Encompass or similar arrangements will be recorded and acted on by the DSL.

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.

Through the introduction of the Domestic Abuse Act 2021, children and young people are now recognised as victims of domestic abuse in their own right. 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.

Operation Encompass is a national operation where local police forces notify education settings when the police are called to an incident to domestic abuse. Education Settings will be notified when the police have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. When a setting is concerned about the amount of police notifications they receive or disclosures of domestic abuse they should consider seeking further advise and completing an Early Help Assessment or DASH to support the family.

11 Prevention of radicalisation

Channel information will be shared with police where required. Staff will recognise that radicalisation may overlap with online harm, misogyny, serious violence, exploitation and extra-familial harm.

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."

Prevent refresher training should be undertaken every two years by DSL's and every three years for all other employees, Governors and volunteers

12 (so called) 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.

13 Forced marriage Guidance

This is an entirely separate issue from arranged marriage. It is a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th Birthday. Forced marriage 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.

14 Mandatory reporting of Female Genital Mutilation (FGM)

All staff have a responsibility to act upon concerns that a girl may be at risk of, or may have been subjected to, Female Genital Mutilation (FGM), and such concerns must be reported immediately in accordance with the school's safeguarding procedures. In addition, teachers are subject to a specific statutory mandatory reporting duty. Where, in the course of their professional duties, a teacher discovers that FGM appears to have been carried out on a girl under the age of 18, the teacher must

personally report this to the police in accordance with the statutory mandatory reporting requirements. This specific duty is distinct from the wider safeguarding responsibilities applying to all staff.

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

15 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.

16 Online safety/ Cyber Crime

Online safety will include generative AI and AI-generated child sexual abuse material, including AI-generated nudes and semi-nudes, deepfakes or deep nudes, abusive or misogynistic/misandrist messaging, pornography sharing, online coercion,

livestreaming, group chats, information security, mobile phone expectations and parental support including screentime guidance.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides a platform to facilitate harm. Effective approaches in schools empowers them to protect and educate the whole school community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. Staff will be made aware of the four categories of risk set out in KCSIE: *Content, Contact, Conduct and Commerce* (to include misinformation, disinformation and fake news as well as gambling, phishing, etc). As part of our work in schools we will teach children how disinformation and misinformation can be used to initiate hate crimes.

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 cybercrime. 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 contained in KCSIE: part one

Technology (including AI), and risks and harms related to it, evolve, and change rapidly. We will carry out an annual review of our approach to online safety, supported by a risk assessment that considers and reflects the risks their children face.

18 Modern Slavery

Modern slavery may be linked to CCE, CSE, county lines, trafficking and organised networks. Staff will be alert to coercion, debt bondage, missing episodes, unexplained money or items and the criminalisation of victims, and will consider the National Referral Mechanism where appropriate.

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.

19 Opportunities to teach safeguarding

Curriculum safeguarding will include racism, misogyny, misandry, harmful sexual behaviour, consent, online safety, AI-generated image abuse, healthy relationships, serious violence, exploitation, radicalisation, financial exploitation, cybercrime, mobile phone safety and where to seek help. Schools should use high-quality resources, including PSHE Association-approved resources where appropriate.

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 in 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)

20 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 incidents 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.

21 Looked after and previously looked after children and care leavers

Virtual School Heads have a role in promoting attendance and educational outcomes for children with a social worker, looked-after children and previously looked-after children. Attendance, safeguarding, behaviour and mental health concerns will be considered together for this group.

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.

22 Children with special education needs or disabilities (SEND)

Safeguarding responses for children with SEND will consider communication difficulties, cognitive understanding, dependency on adults, the risk that indicators are wrongly attributed only to SEND, increased risk of bullying and exploitation, online vulnerability, intimate care risks, restraint risks and the need for reasonable adjustments.

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.

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.

23 Safeguarding vulnerable groups

Young carers are a specific vulnerable group. Staff will consider caring responsibilities, attendance, punctuality, fatigue, emotional wellbeing, homework completion, family stress, hidden need and appropriate routes into Early Help or Family Help.

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.

24 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.

25 Children requiring mental health support

Mental health support must not replace safeguarding action where abuse, neglect or exploitation may be present. Staff will consider whether anxiety, distress, self-harm, withdrawal, poor attendance, behaviour changes or harmful behaviour may indicate safeguarding risk.

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. 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.

26 Gender Questioning Children

Trust schools must have a cautious approach to this issue. MNSP schools must treat gender questioning carefully and avoid rushed or purely child-led decisions.

Staff must not initiate or adopt social transition changes (such as names or pronouns) unless a formal school decision is led by the Designated Safeguarding Lead (DSL). Primary schools must exercise extreme caution. Parents must be involved in decisions from the outset, unless doing so places the child at risk of significant harm.

Single-Sex Facilities: Pupils must not use toilets, changing rooms, or residential accommodation designated for the opposite biological sex, with no exceptions. Schools may offer private alternative facilities if requested, provided they do not compromise single-sex spaces and if they are available

Single-Sex Sports: No exceptions are allowed where single-sex sports separation is required for safety reasons.

27 Other relevant safeguarding documentation

Schools can access guidance on the following policies at www.nspcc.org.uk and Department for Education - 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 education
- Children missing education: statutory guidance for local authorities and schools - GOV.UK
- 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%20and20%colleges.pdf

-

Appendix 1 ***Local procedures template***

Local School Safeguarding Procedures

Headteacher	
DSL	
CP Officer(s)	
Safeguarding Governor	
Designated Teacher for LAC pupils	

SWCPP - https://swcpp.trixonline.co.uk/

AND LA Link (Delete as appropriate):

Bath and North East Somerset - BCSSP

Bath & North East Somerset Community Safety and Safeguarding Partnership

Keeping Bristol Safe Partnership

https://bristolsafeguarding.org/contact-us/

Somerset Safeguarding Children Partnership

Somerset Safeguarding Children Partnership

North Somerset Safeguarding Children Partnership

Childrens Safeguarding Partnership | Childrens Safeguarding Partnership

Gloucestershire Safeguarding Children Partnership

https://www.gloucestershire.gov.uk/gscp/

South Gloucestershire Safeguarding Partnership

About the Partnership | SafeguardingSouth Gloucestershire Safeguarding

Wiltshire Safeguarding Vulnerable People Partnership

Wiltshire Safeguarding Vulnerable People Partnership (SVPP) - Home page

Local Procedures

- **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.**

Midsomer Norton Schools Partnership

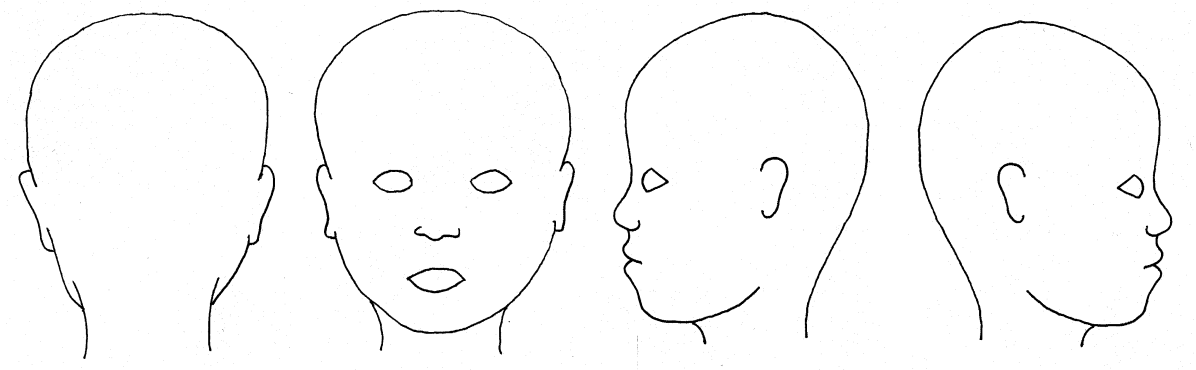
Appendix 2 Concern referral form including body map

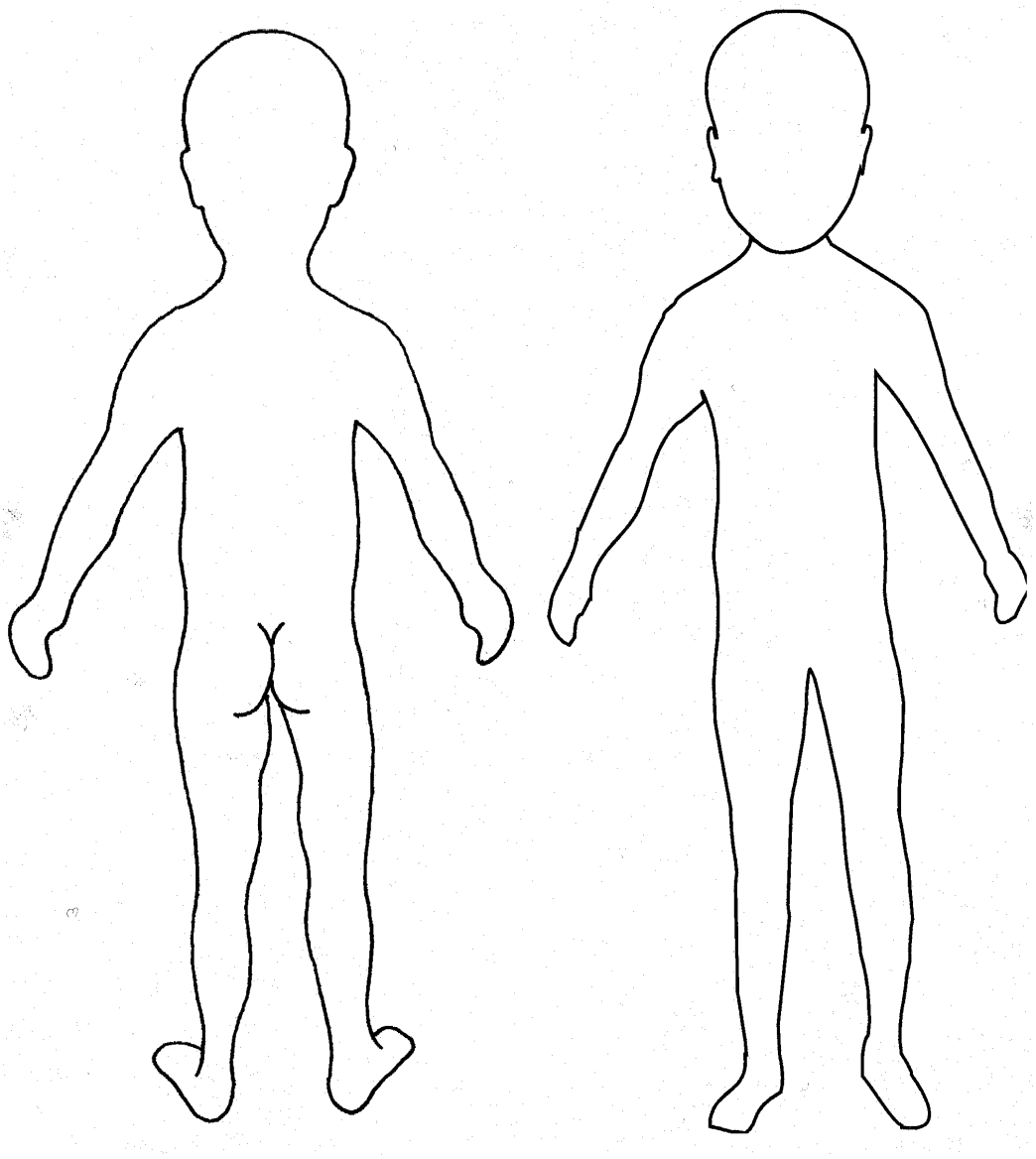
CP Concern Referral Form – MNSP Schools			
Date:	**Recorded by:**		**Position held:**
	MNSP School:		
Name of Child:			**Tutor/Year group:**
Where did you have the conversation/notice the concern?			**Time of conversation/notice of concern:**
Nature of concern *(circle):*	*Child protection*	*Bullying*	*Discrimination e.g. LGBTQ+phobia, racism, sexism or other.*
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





Appendix 3 Front Sheet for CP/Welfare Concerns File

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?
			☐ Yes ☐ No
			☐ Yes ☐ No
			☐ Yes ☐ No
			☐ Yes ☐ No

FAMILY MEMBERS: SIBLINGS

Name	Address	Educational establishment

Are records held in the establishment relating to other connected children?	☐ Yes ☐ No	**If yes, which files are relevant?**	

CONTACT DETAILS OF OTHER PROFESSIONALS

Name	Agency	Contact details (address and telephone)

Midsomer Norton Schools Partnership

MNSP School: .....

CHRONOLOGY

*** Denotes columns that must always be filled**

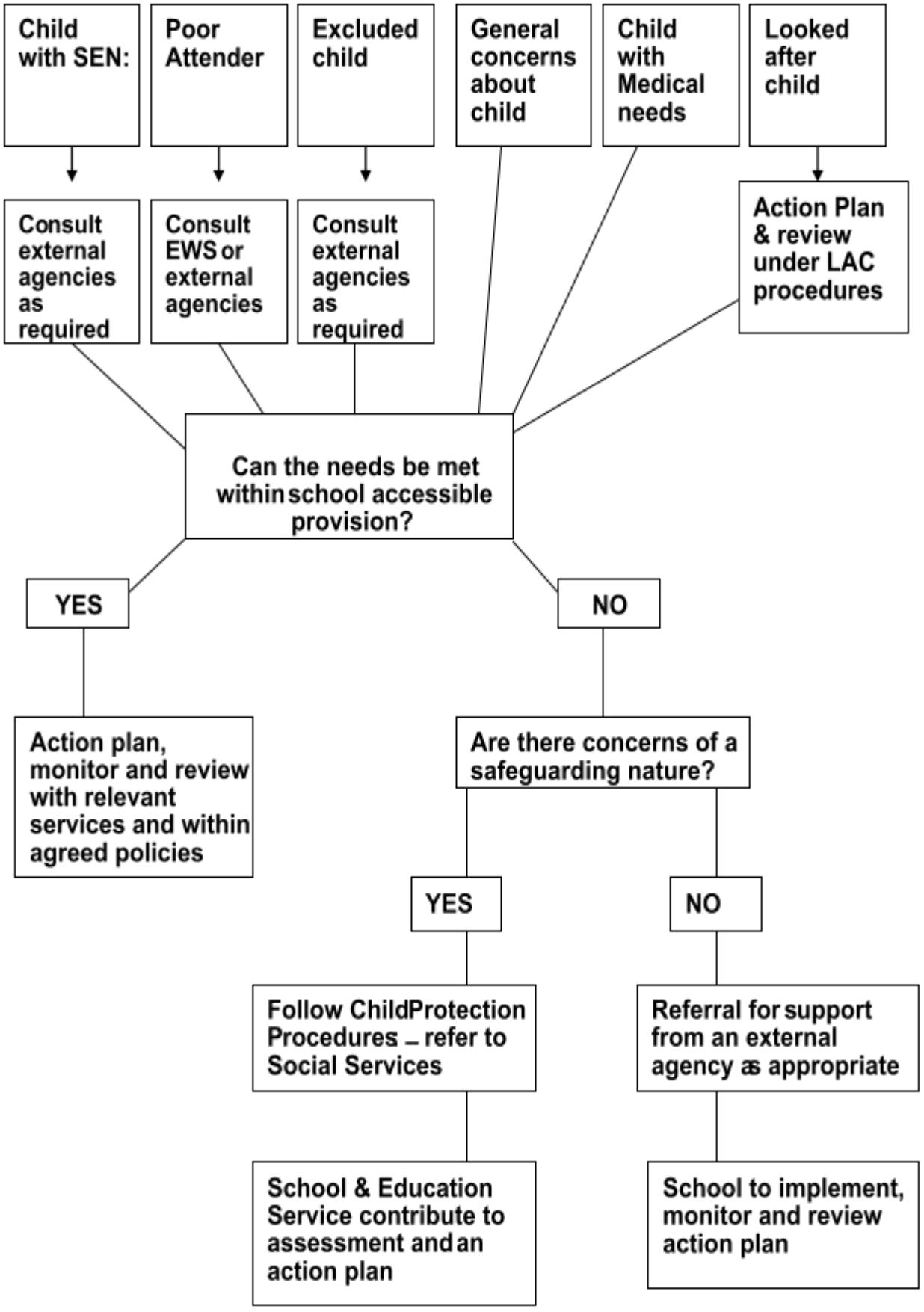
(Please delete exemplars – for guidance only)

* Date	*Source of Information ***Where this information is recorded/held within your establishment***	Contact with Child	Contact with adult family member ***Specify which adult and type of communication***	Communication with external agency ***Specify agency, name of worker, job title and type of communication***	* 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 becoming increasingly 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

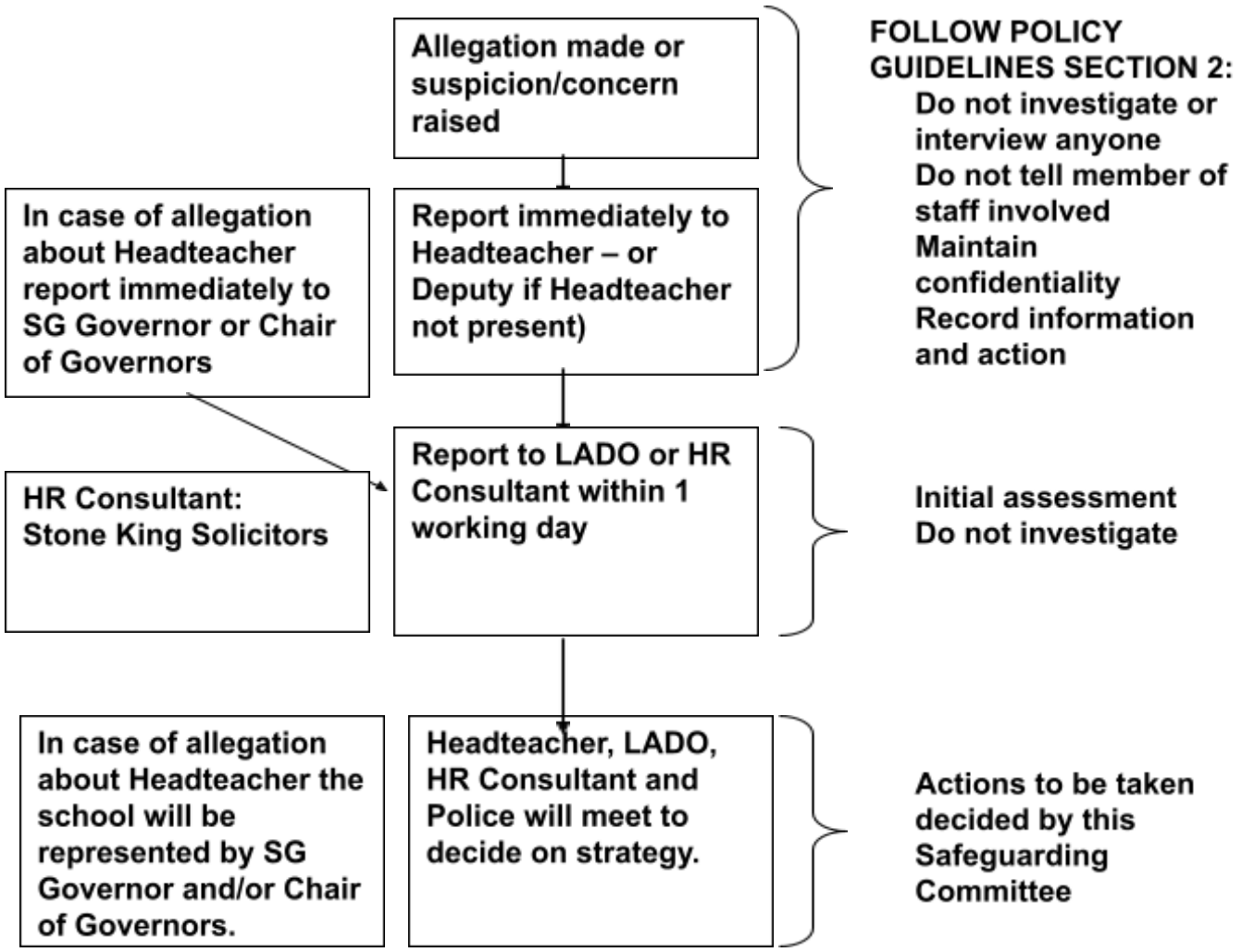
Part 1	**TO BE COMPLETED BY THE SENDING SCHOOL**
Name of child	
Date of Birth	
Name of school transferring records	
Date of file transfer	
Method of delivery	
Name of Headteacher	
Signature	
Part 2	*TO BE COMPLETED BY THE RECEIVING SCHOOL*
Name of school receiving records	
Address	
Date file received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

Appendix 6 Flow chart for Children in Need Procedures



Appendix 7 ***Flowchart for process of managing an allegation of abuse by a member of staff (including support staff)***

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

Ansford Academy Maggs Lane, Castle Cary, Somerset, BA7 7JJ Tel: 01963 350895			
Chair of LGB	Enita Andrews	**CP Governor**	Enita Andrews
Headteacher	Karl Musson	**LAC Champion**	Fran Hirst
Safeguarding Lead (DSL)	Fran Hirst frances.hirst@ansford.mnsp.org.uk		
Designated Child Protection Officer/s	Leanne Sweetlove		

Beechen Cliff Secondary School Kipling Avenue, Bath, BA2 4RE Tel: 01225 480466			
Chair of LGB	Sonya Butters	**CP Governor**	Shaun Ellis
Headteacher	Tim Markall	**LAC Champion**	Clive Hall
Safeguarding Lead (DSL) & CPO	Clive Hall clive.hall@beechencliff.mnsp.org.uk		
Deputy DSLs	Kim Mather, Kevin Morris		

Bucklers Mead Academy 1 St John's Road, Yeovil, Somerset BA21 4NH Tel: 01935 424454			
Chair of LGB	Emma Yates	**CP Governor**	Emma Yates
Headteacher	Mark Lawrence	**LAC Champion**	Sophie Thompson
Safeguarding Lead (DSL)	Luke Cameron luke.cameron@bucklersmead.mnsp.org.uk		
Designated Child Protection Officer/s	Aimee Harding, Mark Lawrence		

Clutton Primary School Station Road, Clutton, Bristol, BS39 5RA Tel: 01761 452510			
Chair of LGB	Matthew Norcott	**CP Governor**	Matthew Norcott
Headteacher	Lucy Cowgill	**LAC Champion**	Lucy Cowgill
Safeguarding Lead (DSL)	Lucy Cowgill *(lucy.cowgill@clutton.mnsp.org.uk)*		
Designated Child Protection Officer/s	Lucy Cowgill, Amber Cowan		

Critchill School Nunney Road, Frome, Somerset, BA11 4LB Tel: 01373 464148			
Chair of LGB	Andy Jones	**CP Governor**	Andy Jones
Headteacher	Emma West	**LAC Champion**	Hayley Kitching
Safeguarding Lead (DSL)	Emma West emma.west@critchill.mnsp.org.uk		
Designated Child Protection Officer/s	Emma West, Hayley Kitching, Emily Sheppard, Karen Foster		

Danesfield Middle School North Road, Williton, Taunton, Somerset TA4 4SW Tel: 01984 632581			
Chair of LGB	Barbara O'Keefe	**CP Governor**	Barbara O'Keefe
Headteacher	Jo Smith	**LAC Champion**	Emma Dutton
Safeguarding Lead (DSL)	Jo Smith jo.smith@danesfield.mnsp.org.uk		
Designated Child Protection Officer/s	Laura Tasker, Emma Dutton, Carys Barnett, Harry Symons		

Dundry Primary School 110 Dundry Lane, Dundry, Bristol, BS41 8JE Tel: 0117 964 7181			
Chair of LGB	Nick Lee-Wells	**CP Governor**	Ruth Noall
Headteacher	Anne-Marie Maggs	**LAC Champion**	Anne-Marie Maggs
Safeguarding Lead (DSL)	Anne-Marie Maggs (anne-marie.maggs@dundry.mnsp.org.uk)		
Designated Child Protection Officer/s	Anne-Marie Maggs, Sarah Warren		

Farrington Gurney Primary School Church Lane, Farrington Gurney, Bristol, BS39 6TY Tel: 01761 452419			
Chair of LGB	Oliver Lynn	**CP Governor**	Oliver Lynn
Executive Headteacher	John Snell	**LAC Champion**	Catrin Geeson
Head of school	Catrin Geeson		
Safeguarding Lead (DSL)	Catrin Geeson (catrin.geeson@farrington.mnsp.org.uk)		
Designated Child Protection Officer/s	Catrin Geeson, John Snell, Kayleigh Frampton		

Frome Community College Bath Road, Frome, Somerset. BA11 2HQ Tel: 01373 465353			
Chair of LGB	Simon Steel	**CP Governor**	
Executive Headteacher	Dan Jeffries	**LAC Champion**	Rebecca Blake
Safeguarding Lead (DSL)	Vicky West victoria.west@fromecollege.mnsp.org.uk		
Deputy DSL's	Jackie White and Kirsten Windsor		
Child Protection Officer	Jackie White		

Hayesfield Girls' School Upper Oldfield Park, Bath, BA2 3LA Tel: 01225 426151			
Chair of LGB	Phillp Rothfield	**CP Governor**	Phillp Rothfield
Headteacher	Philip White	**LAC Champion**	Paul O'Dwyer
Safeguarding Lead (DSL)	Paul O'Dwyer (paul.odwyer@hayesfield.mnsp.org.uk)		
Designated Child Protection Officer/s	Sue Long, Alisha Hollow, Sarah Wright, Melissa Ross, Abby Donaldson, Alison Norris		

Hemington Primary School Jubilee Terrace, Hemington, Radstock BA3 5XU Tel: 01373 834320			
Chair of LGB	Catherine Farmer	**CP Governor**	Catherine Farmer
Headteacher	Alun Randell	**LAC Champion**	Alun Randell
Safeguarding Lead (DSL)	Alun Randell *(alun.randell@trust.mnsp.org.uk)*		
Designated Child Protection Officer/s	Alun Randell and Charis Derrick		

High Littleton Primary School Church Hill, High Littleton, Bristol, BS39 6HF Tel: 01761 470622			
Chair of LGB	Dave Howson	**CP Governor**	Michael Mantegna
Headteacher	Gareth Griffith	**LAC Champion**	Gareth Griffith
Safeguarding Lead (DSL)	Gareth Griffith *(gareth.griffith@highlittleton.mnsp.org.uk)*		
Designated Child Protection Officer/s	Gareth Griffith, Ian Gunning		

King Edward Road Nursery King Edward Road, Minehead, Somerset TA24 5JA Tel: 07518 274819			
Chair of LGB		**CP Governor**	
Headteacher	Shelley Hooper	**LAC Champion**	
Safeguarding Lead (DSL)	Shelley Hooper shelley.hooper@kingedwardnursery.mnsp.org.uk		
Designated Child Protection Officer/s	Sarah Lund		

Knowle DGE Novers Road, Bristol, BS4 1QY Tel: 01173 708030			
Chair of LGB	Ben Moss	**CP Governor**	Ben Moss
Headteacher	Kate Lee-Wells	**LAC Champion**	Nick Field
Safeguarding Lead (DSL)	Kate Lee-Wells kate.lee-wells@knowledge.mnsp.org.uk		
Designated Child Protection Officer/s	Nick Lee-Wells, Matt Franzke, Jenny Hughes, Suzanne Nelson		

Leigh on Mendip Primary School Leigh-on-Mendip, Somerset, BA3 5QQ Tel: 01373 812592			
Chair of LGB	Catherine Farmer	**CP Governor**	Catherine Farmer
Executive Headteacher	Dan Turull	**LAC Champion**	Gemma Smith
Safeguarding Lead (DSL)	Paula Branco (paula.branco@leighonmendip.mnsp.org.uk)		
Designated Child Protection Officer/s	Gemma Smith		

Longvernal Primary School Clapton Road, Midsomer Norton, Bath, BA3 2LP Tel: 01761 412777			
Chair of LGB	Lucy James	**CP Governor**	Lucy James
Headteacher	Chrissie Brain	**LAC Champion**	Chrissie Brain

Safeguarding Lead (DSL)	Chrissie Brain chrissie.brain@longvernal.mnsp.org.uk
Designated Child Protection Officer/s	Carole MacDonald, Chrissie Brain

Midsomer Norton Primary School High Street, Midsomer Norton, Radstock, BA3 2DR Tel: 01761 412289			
Chair of LGB	Stacey Phillips	**CP Governor**	Stacey Phillips
Executive Headteacher	Mr Alun Randell	**LAC Champion**	Sarah Biss
Head of School	Ms Sarah Biss		
Safeguarding Lead (DSL)	Ms Sarah Biss sarah.biss@midsomernorton.mnsp.org.uk		
Deputy DSL/Child Protection Officer/s	Ms Michelle Ross and Mr Alun Randell		

Minehead First School Townshead Road, Minehead, Somerset TA24 5RG Tel: 01643 702938			
Chair of LGB	Jill Ewen	**CP Governor**	Jill Ewen
Headteacher	Gemma Chapman	**LAC Champion**	Gemma Chapman
Safeguarding Lead (DSL)	Gemma Chapman gemma.chapman@mineheadfirst.mnsp.org.uk		
Designated Child Protection Officer/s	Paula Passmore		

Minehead Middle School Ponsford Road, Minehead, Somerset TA24 5RH Tel: 01643 704191			
Chair of LGB	Andy Pearce	**CP Governor**	Andy Pearce
Headteacher	Laura Mackie	**LAC Champion**	
Safeguarding Lead (DSL)	Ruth Bulpin ruth.bulpin@mineheadmiddle.mnsp.org.uk		
Designated Child Protection Officer/s	Ruth Bulpin, Michelle James, Alex Dyer		

Norton Hill Primary School High Street, Midsomer Norton, Radstock, BA3 2DR Tel: 01761 412289			
Chair of LGB	Laura Strachan	**CP Governor**	Chris Williamson
Headteacher	Siobhan Waterhouse	**LAC Champion**	Siobhan Waterhouse
Safeguarding Lead (DSL)	Nicholas Frost nicholas.frost@nortonhillprimary.mnsp.org.uk		
Designated Child Protection Officer/s	Siobhan Waterhouse		

Norton Hill Secondary School Charlton Road, Midsomer Norton, Radstock, BA3 4AD Tel: 01761 412557			
Chair of LGB	Mr Alun Williams	**CP Governor**	Tonia Lovell
Headteacher	Mr Gordon Green	**LAC Champion**	Keith Howard
Safeguarding Lead (DSL)	Keith Howard keith.howard@nortonhillschool.mnsp.org.uk		
Designated Child Protection Officer/s	Jon Girvan, Claire Oxley Hughes, Rosa Hariss, Wayne Davis, Sam Player, Rhona Page		

Notton House 28 Notton, Lacock, Chippenham, Wiltshire, SN15 2NF Tel: 01249 730407			
Chair of LGB	Trystan Williams	**CP Governor**	Trystan Williams
Headteacher	Michelle Reysenn	**LAC Champion**	Linda Hawkey
Safeguarding Lead (DSL)	Michelle Reysenn michelle.reysenn@nottonhouse.mnsp.org.uk		
Designated Child Protection Officer/s	Paul Kearley, Linda Hawkey, Martyn Watkins, Louise Gardiner		

Oakfield Academy Oakfield Road, Frome, BA11 4JF Tel: 01373 462539			
Chair of LGB	Andy Jones	**CP Governor**	Neil Corcoran
Executive Headteacher	Michelle Parsons	**LAC Champion**	Heads of year: Yr 5 - Ellie Green Yr 6 - Debbie Stickley Yr 7 - Pip Nightingale Yr 8 - Rachel Gardner
Head of School/Safeguarding Lead (DSL)	Emma Thomas emma.thomas@oakfield.mnsp.org.uk		
Designated Child Protection Officer/s	Ellie Green, Debbie Stickley, Pip Nightingale, Rachel Gardner		

Old Cleeve First School Washford, Watchet, Somerset TA23 0PB Tel: 01984 640232			
Chair of LGB	Charlotte Pomeroy	**CP Governor**	Andy Giles
Headteacher	Emma Murch	**LAC Champion**	Emma Murch
Safeguarding Lead (DSL)	Emma Murch emma.murch@oldcleeve.mnsp.org.uk		
Designated Child Protection Officer/s	Abigail Needs		

Peasedown St John Primary School Bath Road, Peasedown St John, Bath, Somerset, BA2 8DH Tel: 01761 432311			
Chair of LGB	Hazel Soper	**CP Governor**	Hazel Soper
Headteacher	Ruth Noall	**LAC Champion**	Emma Dando
Safeguarding Lead (DSL)	Ruth Noall ruth.noall@peasedown.mnsp.org.uk		
Designated Child Protection Officer/s	Ruth Noall, Emma Dando, Catherine Steadman, Monika Rich		

Preston School Preston School, Monks Dale, Yeovil, Somerset BA21 3JD Tel: 01935 471131			
Chair of LGB	Andrew Flynn	**CP Governor**	Karen Parr
Headteacher	Matt Doble	**LAC Champion**	Tarik Filali
Safeguarding Lead (DSL)	Tarik Filali - tarik.filali@preston.mnsp.org.uk		
Designated Child Protection Officer/s	Jason Hinks, Khaline Banbury		

Pyrland School Cheddon Road, Taunton, Somerset, TA2 7QP Tel: 01823 348200			
Chair of LGB	David Taylor	**CP Governor**	Bryony Forgan
Headteacher	Mark Lawrence	**LAC Champion**	Laura Gold
Safeguarding Lead (DSL)	Adrian Reynolds ade.reynolds@pyrland.mnsp.org.uk		
Designated Child Protection Officer/s	Adrian Reynolds, Olivia Bentley, Katie Baines, James Mason, Maz Turner		

Selwood Academy Berkley Rd, Frome, Somerset, BA11 2EF Tel: 01373 462798			
Chair of LGB	Clare Cardnell	**CP Governor**	Kyrstie Kirkwood
Executive Headteacher	Dan Jeffries	**LAC Champion**	Andy Ellett
Head of school	Dave Finlay		
Safeguarding Lead (DSL)	Carmen Batchelor carmen.batchelor@selwood.mnsp.org.uk		
Designated Child Protection Officer/s	Andy Ellett, Jadie Parker, Becky Lawson, F Andrews		

Shoscombe Church School St Julian's Road, Shoscombe, Bath, BA2 8NB Tel: 01761 432479			
Chair of LGB	Martin Palmer	**CP Governor**	Sharon Crane
Headteacher	Tania Rorison	**LAC Champion**	Charlotte Webb
Safeguarding Lead (DSL)	Tania Rorison tania.rorison@shoscombe.mnsp.org.uk		
Designated Child Protection Officer/s	Charlotte Webb		

Somerset Studio School 1 Knobsbury Lane, Radstock BA3 3NQ Tel: 01761 438557			
Chair of LGB	Paul Bergin	**CP Governor**	
Headteacher	Bruce Hain	**LAC Champion**	Claire Bennett
Safeguarding Lead (DSL)	James Noott james.noott@somersetstudio.mnsp.org.uk		
Designated Child Protection Officer/s	Caroline Weale, Natasha Cantrell, Polly Malone, Claire Bennett		

Somervale Secondary School Redfield Road, Midsomer Norton, Radstock, BA3 2JD Tel: 01761 414276			
Chair of LGB (Co Chairs)	Mr Alun Williams	**CP Governor**	Tonia Lovell
Headteacher	Ms Joanna Postlethwaite	**LAC Champion**	Alice Low
Safeguarding Lead (DSL)	Ben Pearce ben.pearce@somervale.mnsp.org.uk		
Designated Child Protection Officer/s	Joanna Postlethwaite, Sian Davis, Amanda Lawson, Kei Matsumoto, Lucy Salisbury, Oliver Caton, Karin Jay, Hannah Quinn, Stefanie Francis		

Soundwell Academy St Stephen's Rd, Soundwell, Bristol BS16 4RL Tel: 0117 428 0505			
Chair of LGB	Bob Taylor	**CP Governor**	Ali Cade
Headteacher	Craig Abbs	**LAC Champion**	Andy Welsh
Safeguarding Lead (DSL)	Andrew Welsh andy.welsh@soundwell.mnsp.org.uk		
Designated Child Protection Officer/s	Craig Abbs, Hannah Scott-Mullins, Martha Green, Emma Smith, Fiona Carter, Emma Searle, Joel Andrews, Emily Clay		

St Dunstan's Secondary School & The Arc Resource Base Wells Road, Glastonbury, Somerset, BA6 9BY Tel: 01458 832943			
Chair of LGB	Adele Pole-Evans	**CP Governor**	Megan Dunsby
Headteacher	Paul Balkwill	**LAC Champion**	Pippa Whittaker
Safeguarding Lead (DSL)	Nikki Watson *nikki.watson@stdunstans.mnsp.org.uk*		
Designated Child Protection Officer/s	Lindsay Mundy, Jo Denhart, Lottie Ardeshir, Aby Kench, Sarah Easterbrook		

St John's Primary School Redfield Road, Midsomer Norton, Radstock, BA3 2JN Tel: 01761 412019			
Chair of LGB	Mr Andrew Snee	**CP Governor**	Mr Andrew Snee
Headteacher	Danielle West-Gaul	**LAC Champion**	Gemma Stone
Safeguarding Lead (DSL)	Danielle West-Gaul danielle.west-gaul@stjohns.mnsp.org.uk		
Designated Child Protection Officer/s	Gemma Stone, Thomas Yarlett, Laura Chedgy		

St Julian's Church School Wellow, Bath, Somerset, BA2 8QS Tel: 01225 833143			
Chair of LGB	Elizabeth Langton	**CP Governor**	Kerrie Courtier
Headteacher	Isobel Mills	**LAC Champion**	Isobel Mills
Safeguarding Lead (DSL)	Isobel Mills - isobel.mills@stjulians.mnsp.org.uk		
Designated Child Protection Officer/s	Karen Parker		

St Mark's Secondary School Bay Tree Road, Bath, BA1 6ND Tel: 01225 312661			
Chair of LGB	Dr John Fox	**CP Governor**	Dr John Fox
Headteacher	Clare England	**LAC Champion**	Mr Kevin Keely
Safeguarding Lead (DSL)	Mr Kevin Keely kevin.keely@stmarks.mnsp.org.uk		
Designated Child Protection Officer/s	Mr Chris Quirk, Mr Hilary Kopps, Mrs Alyson Mitchard		

St Mary's Primary School Lansdown View, Timsbury, Bath, BA2 0JR Tel: 01761 470245			
Chair of LGB	Lisa Ettle	**CP Governor**	Lisa Ettle
Executive Headteacher	Michelle Parsons	**LAC Champion**	Jamie Thompson
Safeguarding Lead (DSL)	Jamie Thomson jamie.thomson@stmarys.mnsp.org.uk		
Designated Child Protection Officer/s	Michelle Parsons, Georgina Newman (MAT leave) & Janice Purnell		

St Matthias Academy KS3/4 Fishponds, Bristol, BS16 2BG - Tel: 0117 9031320 KS3 Machin Road, Brentry, BS10 7HG - Tel: 0117 9031320 Abbot Alphege, Beckford Drive, Bath, BA1 9AU - Tel: 0117 9031320			
Chair of LGB	Mark Lees	**CP Governor**	
Headteacher	Dominique De Iuliis	**LAC Champion**	
Safeguarding Lead (DSL)	Dominique De Iuliis dominique.deiuliis@stmatthias.mnsp.org.uk		
Designated Child Protection Officer/s	Dominique De-Iuliis , Kevin Chainey		

St Michael's First School Watery Lane, Minehead, Somerset TA24 5NY Tel: 01643 702759			
Chair of LGB	Carole Pearse	**CP Governor**	Andy Giles
Headteacher	Emma Murch	**LAC Champion**	Emma Murch
Safeguarding Lead (DSL)	Emma Murch emma.murch@oldcleeve.mnsp.org.uk		
Designated Child Protection Officer/s	Amy Paige		

St Peter's First School Doniford Road, Williton, Taunton, Somerset TA4 4SF Tel: 01984 632 480			
Chair of LGB	Penny Gibbons	**CP Governor**	Penny Gibbons
Headteacher	Maida White	**LAC Champion**	Maida White
Safeguarding Lead (DSL)	Maida White maida.white@stpeters.mnsp.org.uk		
Designated Child Protection Officer/s	Dot Jones		

Trinity Church School Woodborough Lane, Radstock, BA3 3DE Tel: 01761 438650			
Chair of LGB	Lisa Ettle	**CP Governor**	Lisa Ettle
Executive Headteacher	Michelle Parsons	**LAC Champion**	Clair Hurley
Safeguarding Lead (DSL)	Connie Phillips connie.phillips@trinity.mnsp.org.uk		
Designated Child Protection Officer/s	Michelle Parsons, Clair Hurley, Zoe Duery		

Trinity School Frome Nunney Road, Frome, Somerset, BA11 4LB Tel: 01373 461949			
Chair of LGB	Janice Sledge	**CP Governor**	Veronique Camacho
Headteacher	Amanda Seager	**LAC Champion**	Richard Reid
Safeguarding Lead (DSL)	Richard Reid richard.reid@trinityfrome.mnsp.org.uk		
Designated Child Protection Officer/s	Amanda Seager, Rebecca Rutt		

Welton Primary School Radstock Road, Midsomer Norton, Radstock, BA3 2AG Tel: 01761 413131			
Chair of LGB	Sarah Lemmon	**CP Governor**	Sarah Lemmon
Headteacher	Phil Lyle	**LAC Champion**	Phil Lyle
Deputy Headteacher and DDSL	Cindy James		
Safeguarding Lead (DSL)	Phil Lyle phil.lyle@welton.mnsp.org.uk		
Designated Child Protection Officer/s	Phil Lyle (DSL), Cindy James (DDSL) Alex Allen (DDSL/SENCO		

Westfield Primary School Longfellow Road, Radstock, BA3 3XX Tel: 01761 413662			
Chair of LGB	Colin Cattanach	**CP Governor**	Sarah Workman
Headteacher	Simon Mills	**LAC Champion**	Vicki Bowery
Safeguarding Lead (DSL)	Simon Mills simon.mills@westfield.mnsp.org.uk		
Designated Child Protection Officer/s	Vicki Bowery & Tammy Davies		

Writhlington Secondary School Knobsbury Lane, Writhlington, Radstock, BA3 3NQ Tel: 01761 433581			
Chair of LGB	Chris Dando	**CP Governor**	Celine Bush
Headteacher	Duncan Powell	**LAC Champion**	Becky Holbeche
Safeguarding Lead (DSL)	Mike Ambrose michael.ambrose@writhlington.mnsp.org.uk		
Designated Child Protection Officer/s	Mike Burr, Tracey Turner, Emma Sage, Kelly Payne, Nathan Marshall		

Appendix 9

ANNEX C : KCSIE 2026: Summary of changes (Page189-195)

The KCSIE 2026 updates introduce a significant overhaul to safeguarding practices, online safety, and the management of single-sex facilities. Schools face a challenging implementation window to ensure full compliance.

1. Gender Questioning Pupils
The guidance brings policy on gender-questioning children directly into KCSIE, setting stricter rules. Schools are instructed not to initiate social transition (e.g., changes to names, pronouns, or uniforms), and must involve parents in the vast majority of cases. It emphasises a clear requirement that single-sex facilities, such as toilets and changing rooms, remain protected.

2. Online Safety and AI
Substantial updates target digital and AI-driven harms:

- Deepfakes and AI:
  Child-on-child abuse definitions are expanded to include consensual or non-consensual sharing of intimate images generated by AI.
- Filtering & Monitoring: Schools must regularly review the effectiveness of their IT filtering and monitoring systems at least once every academic year.
- Mobile Phones: The updated framework reinforces expectations that schools operate as mobile phone-free environments by default.

3. Serious Violence and Harm

- Staff must report any concerns about a child using, carrying, or expressing intent to use a weapon to the Designated Safeguarding Lead (DSL), who will assess the risk and take action.
- The definition of harmful sexual behaviour explicitly links extreme misogyny to sexual harassment and violence.

4. Mental Health and Safeguarding
The update reclassifies mental health problems, acknowledging they can develop into direct safeguarding concerns, such as self-harm or suicidal ideation.

5. Multi-Agency Working and Family Help

- Schools must align internal early help with updated local authority definitions of Family Help, with a focus on seamless multi-agency working.
- Operation Encompass rules have been expanded so police are expected to notify schools whenever they attend a domestic incident where a child may be affected, specifically including the "voice of the child".

6. Safer Recruitment and Training

- Trainee teachers are now explicitly included in the staff members covered by allegations and staff behavior policies.
- Annex A has been removed, making it a strict expectation that all staff read Part 1 in full