

CLT CHILD PROTECTION AND SAFEGUARDING POLICY

This policy is modelled on the North Somerset Local Authority Child Protection and Safeguarding Policy. To reflect the different child protection support arrangements for our Somerset schools which fall into two local authority areas i.e. North Somerset and Somerset Local Authority districts, this policy has been adapted with a version for use by Somerset schools located within Clevedon/Yatton and a version for use by Somerset schools located within Bridgwater.

This version applies to **Bridgwater schools**: Chilton Trinity School, Westover Green Primary School, Woolavington Primary School, Willowdown Primary School, Puriton Primary School, Northgate Primary School

CHILD PROTECTION AND SAFEGUARDING POLICY

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CHILD PROTECTION AND SAFEGUARDING POLICY

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PART 1: POLICY

This policy should be read in conjunction with the following policies:

Trust Policies

- Safer Recruitment
- Safeguarding Concerns & Allegations Against Staff
- Whistleblowing
- Disciplinary
- Code of Conduct for Staff
- Reference
- Health and Safety
- Social Media & Networking
- Acceptable Use
- Disclosure

School Policies

- Behaviour
- Anti-Bullying /Child-on-Child Abuse
- E-Safety
- Looked After Children
- Attendance including the safeguarding response to children who go missing

1.1 Definitions

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

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

At Futura Learning Partnership

(the 'Trust') we are adopting this guidance and its contents across the whole organisation and whilst the language refers to "school" or "Headteacher" it applies to both care and education provision provided at all schools within the Trust. References to 'the Trust' should be interpreted to be any School within the Trust and "Headteacher" should be interpreted to also include "Head of School".

1.2 Within the Trust:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the **best interests** of the child.
- We take an '**it can happen here**' approach where safeguarding is concerned.
- **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The Trust is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.

- Acting on concerns about a child’s welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by the Trust will be in accordance with:

- **Current legislation** (these are summarised within [Working Together to Safeguard Children: statutory framework](#))
- **Statutory, national, and local guidance – this includes:**
- **Working Together to Safeguard Children (2018)**, which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
- **Keeping Children Safe in Education (2023)** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- **Guidance on Safer Working Practice (2022)** this outlines the behaviours expected by professionals working within the children’s workforce.
- **Local Guidance from the Local Safeguarding Partnership:** Information on arrangements can be found on the Somerset Safeguarding Children Partnership website.

1.3 Equalities Statement

With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include:

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

The Trust’s Equality Policy can be accessed via the Trust website.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be addressed in line with our Special Educational Needs and Disability Policy.

The Trust also adheres to the principals of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

1.4 Overall Aims

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

- Clarifying safeguarding expectations for members of the school community, staff, school Governance Committee, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the school built on shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Supporting contextual safeguarding practice recognising that the school site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the school community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership.

1.5 Professional Expectations, Roles and Responsibilities

1.5.1 Role of All Staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2023). Those working directly with children will also read Annex B. Those who do not work directly with children will have the option of reading Annex A instead.
- Staff will be aware of their responsibilities under the Prevent Duty and their role in preventative education with a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia and sexual violence/ harassment.
- All staff will know who and how to contact the DSL and any deputies, the Chair of Governors and the Governor responsible for safeguarding.

All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:

- who may be experiencing abuse or neglect
 - requiring mental health support
 - may benefit from early help through Family Wellbeing Services
 - where there is a radicalisation concern
 - where a child may be experiencing child-on-child harm
 - where there are concerns due to online risk
 - where a crime may have been committed
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- All staff will be clear as to Trust and school policies and procedures about child-on-child abuse, online safety, children missing education and those requiring mental health support.
 - Staff will be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
 - Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
 - Staff will be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

1.5.2 Role of the Designated Safeguarding Lead (DSL)

Duties are further outlined in Keeping Children Safe in Education (2023, Annex C)

Details of our DSL and Deputy DSL are available on the school website or the notice board in reception and within **Appendix G**.

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.
- The DSL works with the Headteacher, SENCO, Designated Teacher and other relevant strategic leads to support the educational attainment and wellbeing of pupils in school
- The DSL is also responsible for any work undertaken by any Deputy DSLs.

DSL Main Duties:

- Act as a source of support, advice and expertise for all staff
- Refer children and families who have been identified in need of family wellbeing services or where suspected or known abuse is taking place to Children's Social Care through the Front Door (with consideration to consent)
- Act as a point of contact for safeguarding partners
- Liaise with staff on matters of safety, safeguarding and welfare (including online safety) so that children's needs are considered holistically
- Coordinate safeguarding training for staff and raise awareness in the school community of policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable learners with relevant staff
- Promote supportive engagement with parents and/or carers on matters of safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- To manage and maintain child protection files, acting upon concerns and identify trends

1.5.3 Role of the Local Governance Committee

Duties are further outlined in Keeping Children Safe in Education (2023, Part 2)

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

- The appointed Safeguarding Governor will liaise with the Headteacher and the DSL to produce an annual report for governors and complete the S.175 (annual safeguarding) audit
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay;
- Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety and Relationships and Sex Education in compliance with statutory guidance
- To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (2023, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child abuse (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.

1.6 Safeguarding Training for All Staff

1.6.1 All staff:

All staff members undergo safeguarding and child protection (including online safety) training at induction.

- All staff will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via formal training, email e-bulletins and staff meetings).
- All staff must understand their legal duty under the Mandatory FGM Reporting Duty.
- All staff must complete Prevent awareness training. This is to ensure that they can comply with the legal expectations under the Prevent duty.
- Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.
- All staff must have the awareness of child-on-child abuse and understand their responsibility to challenge it and not pass it off as 'banter'.

1.6.2 Designated Safeguarding Lead and Deputies:

- Will undergo formal training to provide them with the knowledge and skills (including online safety) required to carry out the role. The training will be updated every two years.
- Deputies will be trained to the same level as the DSL and should have the confidence to carry out tasks in line with the role.
- The DSL and any deputies will liaise with the Local Authority to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

1.6.3 Other Training Considerations:

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

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- Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding topics in Appendix A (including online safety) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Appropriate colleagues have received training in relation to use of reasonable force and positive handling.
- Consideration will be given for a member of staff to have received training for Harmful Sexual Behaviour.

1.7 Use of Reasonable Force

'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed.' The Department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance ([Use of Reasonable Force in Schools 2013](#); [Reducing the need for restraint and restrictive intervention, 2019](#)).

- There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family
- Where children are likely to require restraint or physical contact, the school will draw up a risk assessment and this will be agreed by parents/carers

Any concerns about a staff member's handling of a child should be discussed with the Headteacher.

1.8 Safeguarding in the curriculum

The Trust is dedicated to ensuring that learners are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all learners, and a more personalised or contextualised approach for more vulnerable learners, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

- Working within statutory guidance to deliver appropriate Relationships and Sex Education (RSE) and Health Education to educate children about healthy relationships, safe sexual practices and consent.
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, e-safety and bullying.
- Education on Fundamental British Values to build resilience to radicalisation.
- Having appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what learners can be taught about online safety and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g. to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Learners can inform the curriculum via discussions with the school council/ student body, where appropriate.

1.9 Safer Recruitment and Safer Working Practice

1.9.1 Safer Recruitment

The Trust pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education'

(2023; Part 3)

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

1.10 Whistleblowing Policy

Staff are aware that any concerns around staff and volunteers should be addressed with the Headteacher, or the safeguarding governor. Staff are also aware of the details of the LADO should they feel that they cannot raise concerns internally.

Further guidance can be found at:

- General advice on whistleblowing <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available [here](#) for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Parents and carers should contact the Headteacher if they have any concerns in the first instance. The settings whistleblowing and complaints procedures can be found on the Trust website <https://www.futuralearning.co.uk/>

Part 2: PROCEDURES

2.1 Whistleblowing Procedure – Responding to Concerns

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers and contractors) where they may have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Immediate action must be taken

- Do not speak to the individual it concerns
- Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher who will follow guidance in Keeping Children Safe in Education 2023, Part Four: Allegations made against/ Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors
- If the concern relates to Headteacher it should be reported to the Chair of Governors, who will liaise with the [Local Authority Designated Officer \(LADO\)](#) and they will decide on any action required
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

2.2 Low level concerns

This should be read in conjunction with the Trust's staff Code of Conduct Policy, Safeguarding Concerns & Allegations Against Staff Policy and Keeping Children Safe in Education (2023, Part 4). A low-level concern is not insignificant. A low-level concern is any concern – no matter how small, and even if no more than

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causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone, contrary to school policy
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

- Reports should be made to the Headteacher
- The Headteacher will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised
- All concerns will be recorded in writing, including the context and actions taken and reviewed to monitor for any patterns
- Review and correct any deficits in the setting's safeguarding system.

2.3 Information Sharing

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

Staff at the setting are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data. Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2018](#).

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

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

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

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

2.4 Multi-agency working

The Trust is a relevant agency in the Somerset Safeguarding Children Partnership and will work with appropriate agencies to safeguard and promote the welfare of children to identify and respond to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children 2018](#).

Occasions that warrant a statutory assessment under the Children Act 1989:

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

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

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Virtual School.

The Trust will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as Team around the Family (TAF) initial and review child protection conferences and core group meetings.

Additional considerations:

- Where a learner and/or their family is subject to a child protection plan or a multiagency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to part time timetable, the school will consult with the Virtual School following local procedures.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, Avon and Somerset Police have produced a helpful guide [When to Contact the Police](#) or schools may wish to contact their local School Liaison officer (SLO).
- In the rare event that a child death occurs, or a child is seriously harmed, the Trust will notify the Somerset Safeguarding Children Partnership as soon as is reasonably possible.

2.5 Identifying and monitoring the needs of vulnerable learners

The DSL and Deputy DSL will regularly review and monitor those students who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable learners is shared with teachers and school and college leadership staff to promote educational outcomes.
- Learners who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

2.6 Suspensions, permanent exclusions, and commissioning of Alternative Provisions (to be read in conjunction with the Behaviour Policy)

When the setting is considering suspending or permanently excluding a learner where additional vulnerability is identified it is important that the learner's welfare is a paramount consideration. The Headteacher will consider their legal duty of care when sending a learner home.

The Trust will exercise its legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of [Children Act 1989](#),
- that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#) (including having regard to the [SEND Code of Practice](#))
- and takes into consideration the learner's rights under the [Human Rights Act 1998](#).
- Interventions will be consistent with statutory guidance [School suspensions and permanent exclusions](#) - [GOV.UK \(www.gov.uk\)](http://GOV.UK)

2.6.1 Actions to take

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm especially if the child is subject to a child protection plan or where there is an existing child protection file.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *will* be completed prior to convening a meeting of the governing body.

2.6.2 Commissioning Alternative Provisions

In the event that the Trust commissions an Alternative Provision, the commissioning school should carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money. A personalised plan for intervention should be prepared by the commissioner setting clear objectives for improvement and attainment, timeframes, arrangements for

assessment and monitoring progress, and a baseline of the current position against which to measure progress. Plans should be linked to other relevant information or activities such as EHCPs for children with SEND. The school commissioning the placement should maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support. The school commissioning the placement should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement

The Trust will continue to be responsible for the safeguarding of any child at Alternative Provision and will make necessary checks on the provider to meet the needs of the learner. Written confirmation will be required to evidence DBS checks have been completed on staff and that relevant training has been completed. Where possible, the setting will be visited by a member of school staff as due diligence.

2.7 Children Missing from Education

A learner missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions.

The Trust will follow the guidance detailed in [Children Missing Education \(2016\) Government](#). This will include notifying the local authority in which the child lives if:

- Any pupil who fails to attend school regularly, or
- A child has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

2.7.1 Elective Home Education

The Trust will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. The School is responsible for completing an EHE referral form and send it with a copy of the parent/carers letter or email. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

2.8 Responding to Incidents of Child-on-Child Abuse

All staff should recognise that children can abuse other children (including online). Incidents of abuse and harm should be dealt with in reference to the safeguarding and behaviour policies. Examples of child-on-child abuse this can be found in Appendix 1 of this policy.

Within the Trust:

We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.

- Even with a zero-tolerance approach, we take steps to educate and take action to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child-on-child abuse may reflect equality issues, those who may be targeted are more likely to have protected characteristics such as race, religion, gender, gender identity, SEND needs or sexuality.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for learners to confidently report abuse. Our school has taken steps to ensure students know how their concerns will be dealt with, such pupil voice and the use of trusted adults.

The Trust will handle initial reports of harm by:

- Ensuring the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions using the Tell, Explain, Describe (TED) method.
- Ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

2.8.1 Actions to take in relation to Sexual Violence and Sexual Harassment

Reference to Keeping Children Safe in Education (2023) will be made in relation to taking protective action for students who have experienced sexual violence or harassment

There are 4 different pathways schools may wish to take based on a case-by-case basis:

- Manage internally
- Early help
- Referral to children's social care
- Report to the police

The Trust will take the following actions:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment to determine a proportionate response to the factors that have been identified. When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the police should be informed, this is likely to be in parallel with Children's Social Care. For other disclosures the age and wishes of the victim should be taken into consideration. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered
- The DSL or Deputy (where trained) may utilise [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) where Inappropriate or Harmful Sexual Behaviour is identified. This toolkit may support a referral to Children's Social Care where required
- Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted)
- Where the report includes an online element, the setting will follow [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#). **The key consideration is for staff not to view or forward illegal images of a child.**
- Risk assessments and or safety plans will be considered for individual children who have been involved in an incident. This should be reviewed every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

2.8.2 Contextual Safeguarding Approach to Child-on-Child Abuse

The Trust will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups, the online world, local neighbourhood contexts and wider society influences.

Following any incidents of child-on-child abuse, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum, utilising pupil voice and engaging external services and multi-agency partners.

2.9 Mental Health and Wellbeing

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. 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, and or may require early intervention.

The Trust will commit to undertake the following.

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of learners. This colleague will have sufficient training in mental health and safeguarding for them to carry out their role effectively.
- Ensure that learners can report and share concerns and that taboos around discussions of mental wellbeing are tackled.
- Staff will follow a safeguarding process in terms of reporting concerns so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCO) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.

-
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies such as GP, CAMHS, Kooth, off the record.
- Communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, this is not the responsibility of the school – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality.
- Deliver high quality teaching around mental health and wellbeing.
- Have a culture and environment that promotes mental health and wellbeing.
- Make sure pupils and staff are aware of and able to access a range of mental health services.
- Support staff wellbeing.
- Being committed to hearing the voices of parents and pupils with relation to mental wellbeing.

2.10 Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager.

Key areas of online safety our Trust/school considers are:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi nudes and/or pornography, sharing other explicit images and online bullying, and

The Trust is committed to addressing online safety issues around content, contact and conduct. This includes:

- Ensuring that online safety is included in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that child-on-child abuse can happen via mobile and smart technology between individuals and groups.
- Ensuring the effectiveness of filtering and monitoring to protect learners in our school. Information security, filtering, monitoring and access management will be reviewed annually.

Staff are also expected to abide by our **Acceptable Use Policy**.

Appendix A- Types of Abuse

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone Events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying Abuse and neglect, these include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE 2023).

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

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

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

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

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

Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse. Both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity.

The abuse may be perpetrated by an individual or groups, males or females, adults or children. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and can be facilitated in-person or wholly online.

Gangs and youth violence

Teachers and designated staff have a range of powers to discipline and tackle problems, including violence, in the school environment. Such powers include the power to restrain violent pupils, and the power to search pupils for prohibited items.

Serious Violence

All staff should be aware of the signs that indicate a child is at risk of, or involved with serious violence, this includes absence from school, changes of friendship group, unexplained injuries, self-harm, unexplained gifts or possessions. Staff should also be aware of relevant guidance: [Preventing youth violence and gang involvement](#)

Drugs

As part of school's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (Health and Wellbeing/Healthy Schools) and to support the Government's drug strategy (2017). Our school will support students by providing information, advice and support via the curriculum and give students the confidence, resilience and risk management skills to resist risky behaviours and recover. The Department of Education and Association of Chief Police Officers have provided [Drug Advice for Schools](#) to support this aim. Schools also have the power to search pupils for drugs where there is a belief this student is in possession of criminal property. Searches should be appropriate and consider key learning points from Child Q case review.

Radicalisation

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Our school is aware of its responsibilities under the [Prevent Statutory Duty](#) through the Counter Terrorism and Security Act 2015. The duty requires schools to consider the need to safeguard children from being drawn into terrorism. The duty is designed to help ensure that vulnerable individuals who are at risk of radicalisation are supported. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral care to educate our pupils and to enable them to challenge these ideas and build their resilience to radicalisation. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Our school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into supporting terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed and monitored in order to prevent and identify access to terrorist and extremist materials online at the school.

For advice and guidance in making a referral or about a student causing concern: **Tel. 01278 647466.**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An

individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel Guidance](#).

The school or college's Designated Safeguarding Lead (and any deputies) is aware that as a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

[Educate Against Hate](#), a website launched by Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Honour Based Abuse

So-called 'honour-based' Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA (regardless of the motivation) should be handled and escalated as such. Professionals in all agencies, and Individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

If you have concerns about an individual, the following helplines will be able to support you
Honour Network (Karma Nirvana): **0800 5999 247** (Monday to Friday, 9am – 5pm)
Government Forced Marriage Unit **0207 008 0151** or **0207 008 1500** (out of hours)
In emergencies, dial 999.

Further details from the home office on force marriage can be found [here](#)

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

Professionals in all agencies, individuals and groups from the wider communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential risk indicators which are detailed in the [Multi-agency statutory guidance on female genital mutilation](#) issued by the home office. Whilst all staff should speak to the designated safeguarding lead (or deputy) in regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police via 101 (KCSIE 2022). This should be completed in consultation with the DSL but the **responsibility of reporting lies with the staff member who identified the concern.**

Faith abuse

The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse. Schools should promote equality and awareness around cultural and religious practices and be aware of risk factors such as belief in exorcism and spirit possession and children who are scapegoated or blamed for negative events. Schools should have the confidence to tackle abuse such as this and should not shy away from abuse due to cultural sensitivities.

Child-on-Child Abuse

Child-on-child abuse includes:

- Bullying, including cyber bullying
- Physical Abuse including intimate partner abuse
- Sexual Violence including CSE, Sexual Harassment, Sending nudes and upskirting
- Initiation and Hazing type violence including rituals, challenges, and other activities involving harassment, abuse or humiliation as a way of initiating a person into a group
- Gang violence, threats or coercion

All schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited under the Equality Act 2010. Schools should tackle prejudice and promote understanding between those who share a protected characteristic and those who do not, as set out in the Equality Act 2010. The definition that has been adopted by the government and should be used when considering prejudice related incidents 'A prejudice related incident is any incident which is perceived to be prejudice by the victim or any other person'.

Sexual Violence and Sexual Harassment

Sexual Violence and harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exists on a continuum and may overlap, it can occur online and offline (both physical and verbal) and is never acceptable. It is important that **all** children involved are taken seriously and offered appropriate support. A child should never feel that they are causing a problem by reporting child-on-child sexual abuse.

The law says anyone under the age of 13 **can never legally give consent**. This means that anyone who engages in any sexual activity with a child who is 12 or younger is breaking the law. Sexual activity with a child who is under 13 should **always result in a child protection referral**.

Sexually harmful incidents should be viewed by professionals as a safeguarding concern and both victim and perpetrator should be supported. The school should have systems in place to support both students in the school setting to feel safe and heard should an incident occur.

School staff should be alert to negative sexualised or gendered language and behaviours and should be robust in tackling these, not brushing them off as 'part of growing up', 'boys will be boys' or 'banter'.

All staff should be confident of their response to child-on-child abuse as detailed in our Child Protection & Safeguarding Policy.

Domestic violence and abuse, Gender-based violence and teenage relationship abuse

Domestic abuse (over 16 years) and teenage relationship abuse (under 16 years) involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality. The new Domestic Abuse Bill understands the impact domestic abuse at home has on children and has now classified children who witness domestic abuse as victims. This reflects the emotional turmoil and impact on brain development of young people who experience trauma and understands that witnessing abuse can have lifelong implications for young people. The curriculum should enable children and adolescents to understand what constitutes a healthy relationship, consent and tackle gendered stereotypes.

Online Grooming and Sexual Abuse

Online grooming involves the use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to) engage in sexual activity, produce sexual material/content, force a child to look at or watch sexual activities, encourage a child to behave in sexually inappropriate ways or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

Online Safety

The topic of online safety is considerable and can be linked to issues such as child sexual exploitation, bullying and radicalisation. Issues can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material, e.g. Pornography, fake news, racist or Radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users, e.g. commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm, e.g. making, sending and receiving explicit images, or online bullying.

The school will ensure it is proactive in addressing online safety through:

- Education of pupils through the curriculum
- Keeping parents up to date on how to support their children to keep safe online
- Reviewing online safety practices as part of a whole school approach to online safety
- Filtering and monitoring to protect users but not leading to unreasonable restrictions
- Yearly staff training which is integrated, aligned and considered as part of the overarching safeguarding approach
- Information sharing to enable the school community to be kept up to date

For further information see government guidance [Teaching online safety in school](#)

Child and Adolescent Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. Good mental health and resilience are fundamental to our children's physical health, relationships, education and to achieving their potential. The school should promote positive self-esteem and tackling behaviours such as bullying that can impact a young person's self-esteem. Pastoral care should be available to those with mental health concerns as well as staff being aware of pathways for young people to Early Help and CAHMS.

In North Somerset, schools are encouraged to have a designated Mental Health Lead and offers Mental Health First Aid training as part of the 2022-23 training offer to embed positive mental health practice in schools. The Department of Education also offers [Senior Mental Health Lead training](#).

Fabricated or induced illness (FII) or Perplexing Presentations

Fabricated or Induced Illness is a clinical situation where a child is, or is very likely to be, harmed due to parents'/carers' behaviour and action, carried out in order to convince doctors that the child's state of physical and/or mental health or neurodevelopment is impaired (or more impaired than is actually the case).

Perplexing presentations indicate possible harm due to fabricated or induced illness which can only be resolved by establishing the actual state of health of the child. Not every perplexing presentation is an early warning sign of fabricated illness, but professionals need to be aware of the presence of discrepancies between reported signs and symptoms of illness and implausible descriptions of illnesses and the presentation of the child and independent observations of the child.

This supplementary guidance, [Safeguarding Children in whom Illness is Fabricated or Induced \(2008\)](#), sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them. For North Somerset procedures on FII or PP please visit [Fabricated or Induced Illness/Perplexing Presentations \(proceduresonline.com\)](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the [Local Housing Authority](#) so they can raise/progress concerns at the earliest opportunity.

Children and the Court System

A child may at some point experience the court system for a number of different reasons this may include being A witness to a crime or it could be as a result of childcare arrangement being made in the Family Court. Whatever The reasons it is important the child is supported through this process. Information on how to support children in the court system can be found in Keeping Children Safe in Education pg.142.

Children with a Family Member in Prison

Children and young people whereby a family member is in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The *National Information Centre on Children of Offenders* (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. The National Information Centre on Children of

Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Appendix B – Managing a Disclosure of Abuse

When a child tells me about abuse they have suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information. • Utilise TED questions- Tell, Explain, Describe
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected. Ensure the child knows that they are not causing a problem by reporting abuse
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Recognise – Respond – Reassure – Record - Refer

Appendix C - Reporting a Concern within your Setting

All concerns about children or families whether big or small will be shared with the DSL (or deputy if the DSL is unavailable) in a timely matter. In our school, this is recorded via paper copy, CPOMS or My Concern.

Staff will be mindful that they should write the concern in the child's own words as much as possible, being careful to maintain fact rather than personal opinion or interpretation. Where injuries are observed this will be recorded on a body map, staff know they must not take photographs of injuries. Any cause for concern will be shared only with those who need to know.

The DSL will ultimately decide next steps and where a referral is required liaise with Somerset Direct for next steps. This will be done with consent of the parents unless by doing so would put the child at further risk.

When reporting concerns about staff, the Headteacher, or Chair of Governors will be contacted. Where this is not possible, staff will contact the LADO. Staff should refer to the whistleblowing policy for more information.

The Trust/school will take necessary steps to encourage learners to raise concerns via PSHE lessons and through their trusted adult.

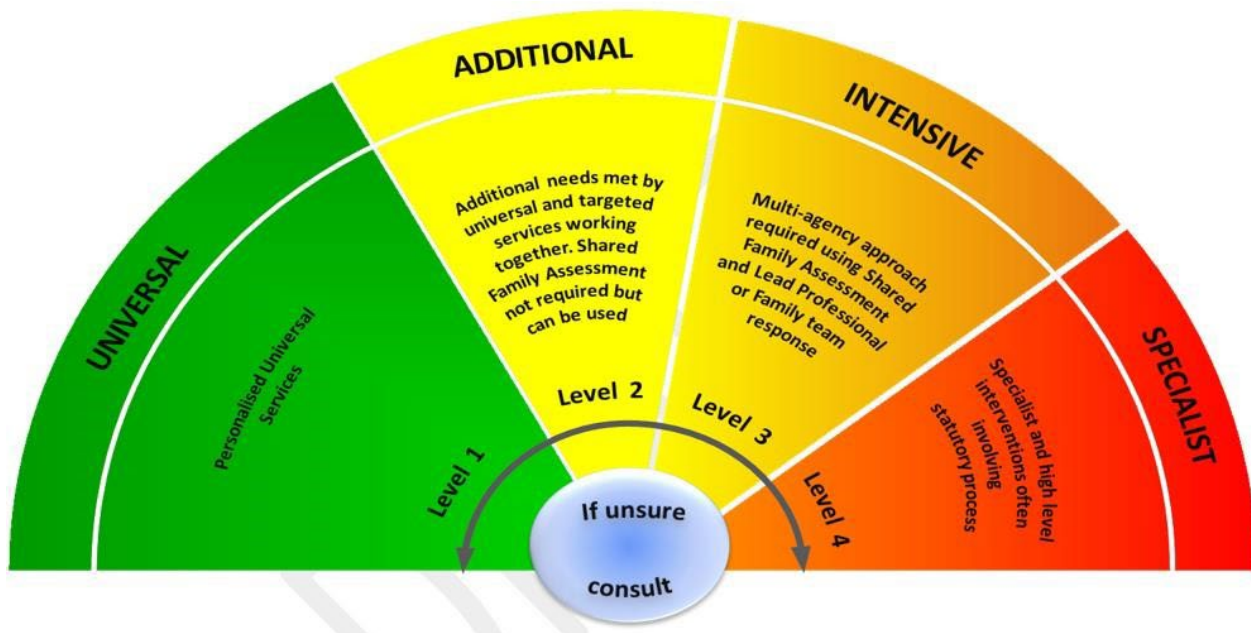
Students are reminded that their voices are important and that they are not causing a problem by reporting abuse. Staff at this school will make every effort to ensure a child feels that they are taken seriously and that they will be supported and kept safe. Staff will ensure that no child reporting abuse or neglect should ever feel ashamed or judged. Learners will be reminded that school is there to act in their best interests and where possible their wishes and feelings will be taken into account when making any decision.

Appendix D- Continuum of Need

The Continuum of Need should be used alongside professional judgement and form part of a wider discussion about how best to meet the needs of a specific child or family and support the consistency of response to children, young people and their families.

Our aim is to support families at the right time and ensure early intervention that prevents worries from escalating. We want to ensure the right and least intervention through the right service, at the right time by the right person. Children and young people can move across the levels of vulnerability according to their particular circumstances.

We have 4 levels of need, the divisions between the levels should not be conceived as 'hard and fast'. The presence of a single or multiple combination of factors, the age of the child and protective factors will all need to be taken into account.



Appendix E- Multi-agency contact details

If you have concerns about a child/young person in Somerset

If a child is at immediate risk call the POLICE	POLICE 999	
To make an URGENT referral to children's Social Care	i.e, a child is likely to suffer or is suffering significant harm, call Somerset Direct. Somerset Direct 0300 122 2224	
To make a NON-URGENT referral to Children's Social Care	Complete an Early Help Assessment and send to SD Inputters SDinputters@somerset.gov.uk	
To raise concerns and ask for advice about radicalisation (also contact Somerset Direct).	Police Prevent Team – 01278 647466 PREVENT DUTY - 01278 647466 PreventSW@avonandsomerset.police.uk Local Authority Prevent Lead prevent@somerset.gov.uk	
To liaise with the specialist Safeguarding Police unit	Lighthouse Safeguarding Unit – Avon and Somerset police 01278 649228	
DSL Consultation Line 0300 123 3078	Early Help Hub 01823 3555803	Critical Incident Support EPS 01823 357000

If you have concerns about a professional working with a child...

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	Local Authority Designated Officer - (LADO) Anthony Goble/Stacey Davis Allegations Management - Somerset Safeguarding Children Partnership
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For information, advice, and guidance in relation to safeguarding policy and procedures:

Education Safeguarding Leads Education safeguardinglead@somerset.gov.uk

Katherine Hollinghurst (East) Katherine.hollinghurst@somerset.gov.uk

Beth Ollive (West) Beth.ollive@somerset.gov.uk

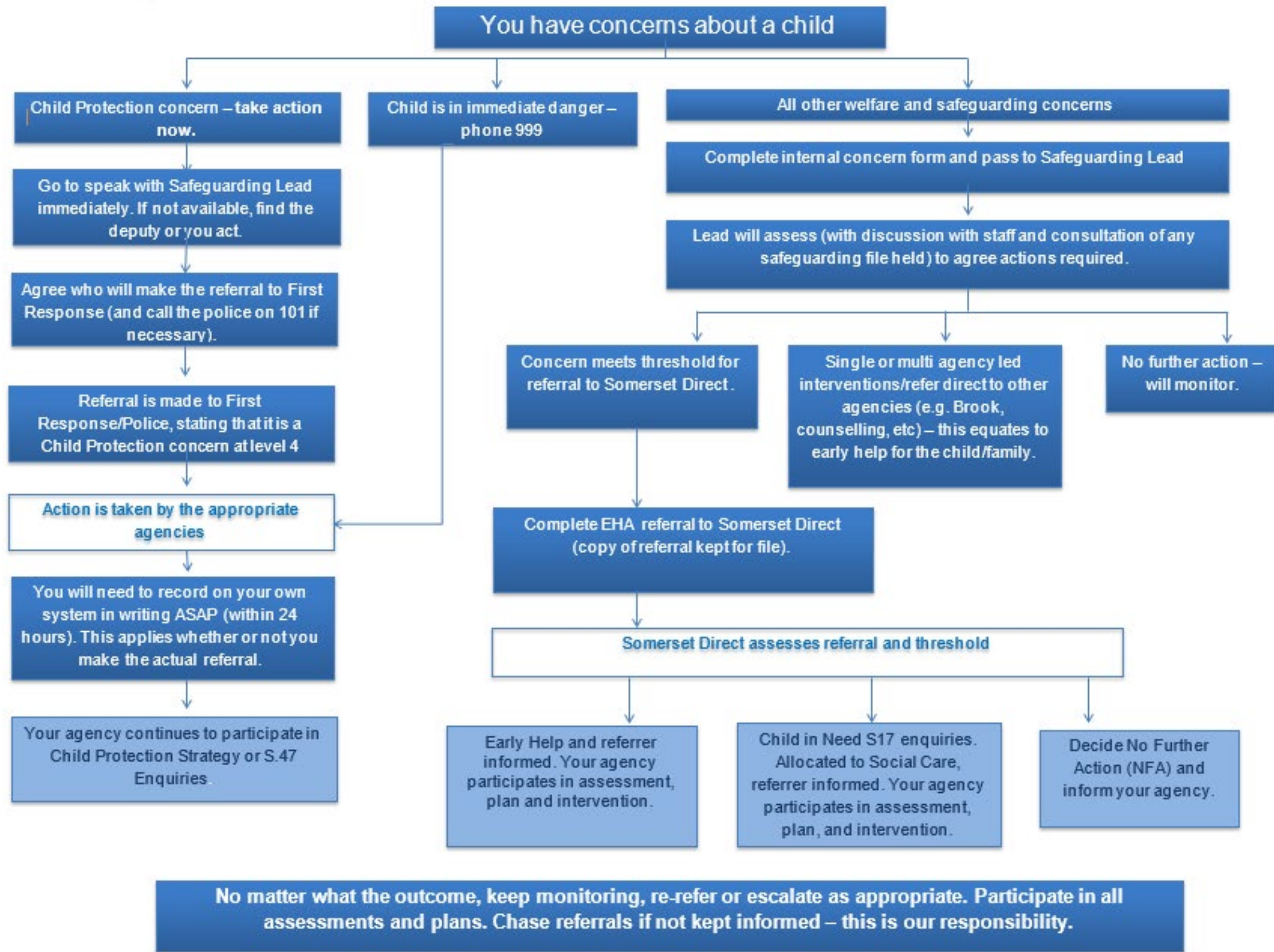
For advice and support in relation to attendance, provision and inclusion:

Education Engagement Service Educationengagementservice@somerset.gov.uk

www.somerset.gov.uk/ees/resources

Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul
Child Missing from Education	Notify us of a Child Missing from Education (CME) - Somerset Council
Children affected by Forced Marriage	Forced Marriage Unit 020 7008 0151 fm@fco.gov.uk

Online Safety Advice	Professional Online Safeguarding Helpline T: 0344 381 4772 E: helpline@saferinternet.org.uk
Reporting online sexual abuse and grooming	Child Exploitation and Online Protection command https://www.ceop.police.uk/ceop-reporting/
FGM advice	NSPCC FGM Helpline 0800 028 3550 fgmhelp@nspcc.org.uk
Domestic Abuse Helpline	0808 2000 247
Young Carers – advice and support.	0300 123 2224 YoungCarersmailbox@somerset.gov.uk
CAMHS	Single Point of Access CAMHS Single Point of Access (SPA) - CAMHS (somerseft.nhs.uk) 0300 1245 012 camhsspa@somerseft.nhs.uk
Whistleblowing professional policy	NSPCC Whistleblowing hotline 0800 028 0285 help@nspcc.org.uk
Advice around harmful sexualised behaviour.	DSL consultation line 0300 123 3078
	Brook Traffic Light Tool Sexual Health & Wellbeing - Brook – Fighting for healthy lives



All staff should 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 (KCSIE, 2023)

Safeguarding Response to Mental Health and Child on Child Abuse

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their settings's policy and procedures with regard to child on child abuse (KCSIE, 2023)

There is a concern about a learner's mental health

You are made aware of an incident or pattern of child on child abuse

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. (KCSIE, 2023)

- Secure the safety of the learner(s) involved and source support for any other young people affected
- Record the concern/incident in line with your setting's safeguarding and child protection policy, DSL and deputies are notified
- The concern is reviewed by the DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any safeguarding and child protection concerns.

- Possible examples of peer on peer abuse**
- Bullying (and cyberbullying)
 - Physical abuse
 - Sexual violence and sexual harassment
 - Upskirting
 - Sexting (youth produced sexual imagery)
 - Initiation/hazing type violence and rituals

- Additional guidance used to respond to the concern:**
- *Mental health and behaviour in schools* ([link](#))
 - *Promoting children and young people's mental health and wellbeing* ([link](#))

- Additional guidance used to respond to the concern**
- *Advice for Schools and Colleges on Responding to Sexting Incidents* ([link](#))
 - *Sexual Behaviours Traffic Light Tool* ([link](#))
 - *GIFT work*
 - *Preventing and Tackling Bullying* ([link](#))
 - *NSPCC: When to call the police* ([link](#))

Concern and need reviewed alongside learner and family

Concern can be managed internally through setting-based early help, support and signposting.

Concern requires additional support from a targeted agency or Primary Mental Health Specialist.

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. School may also refer directly to CAMHs.

Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions.

Outcomes

Outcomes

Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all learners involved in the incident(s).

Clear child protection concerns/criminal issue. Make a referral to social care and/or the police for consideration of a statutory assessment.

All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection file. Plans/risk assessments should be reviewed every 2 months or on any occasion another concern is raised.

Appendix G

Details of the Local Area Designated Officer (LADO) and Designated Safeguarding Lead (DSL) and Deputy/Deputies and other Key Safeguarding Staff w.e.f 1 September 2023

LADO (Bridgwater cluster) Anthony Goble **Tel: [0300 123 2327](tel:03001232327) sdinputters@somerset.gov.uk**

Futura Learning Partnership Executive Leadership Group:

Chief Executive	Andrea Arlidge
Chief Operating Officer	Tim Howes
Deputy Chief Executive & Director of Education	Gary Schlick
Director of Secondary	Dean Anderson
Director of Primary	Stephen Luke
Director of School Improvement	Claire Graham
Director of People & Organisational Development	VACANT
Director of Business & Operations	Wendy Farrier
Executive Lead for School Improvement – Governance	Margaret Simmonds-Bird

Headteacher/Head of School:

Clevedon School	Jim Smith
Mary Elton Primary School	Dean Hudd
Tickenham Church of England Primary School	Liz Lester
Yeo Moor Primary School	Roland Lovatt
St Nicholas Chantry C of E Primary School	Ro O'Reilly
All Saints C of E Primary School	Stephen Webber
Chestnut Park Primary School	Tamara Dexter
Northgate Primary School	Katie Penny
Puriton Primary School	Katie Williams
Westover Green Community School	Jason Eveleigh
Willowdown Primary School	Natalie Sweet
Woolavington Village Primary School	Georgina Maclennan
Chilton Trinity School	Tom Newell

Designated Safeguarding Leads (DSL and Deputy DSL):

Clevedon School	Kathyrn Hutchings & Hannah James/Sam Thomas
Mary Elton Primary School	Dean Hudd & David Hartshorn & Hannah Alderson
Tickenham C of E Primary School	Liz Lester & Polly Youngs
Yeo Moor Primary School	Roland Lovatt & Sally Downing
St Nicholas' Chantry C of E Primary School	Ro O'Reilly & Stacy Shopland
All Saints C of E Primary School	Stephen Webber & Rachel Mills
Chestnut Park Primary School	Tamara Dexter & Emmee Standeven
Northgate Primary School	Katie Penny & Lisa Hunt/Sheila Norman
Northgate Nursery	Abi Criddle & Amy Chadwick
Puriton Primary School	Katie Williams & Lucy Green/ Nicola John
Westover Green Community School	Jason Eveleigh & Rachel Elliot/ Emma Keitch
Willowdown Primary School	Natalie Sweet & Joanna Lewis/Claire Rainey/Cat Griffiths /Sam Gardner/MJ Weller
Woolavington Village Primary School	Georgina Maclennan/Kailey Norris/ Heather Cooke/Jessica Stedman/Chelsey Dover
Chilton Trinity School	Rob Suik & Jessica Dodden

Safeguarding, Governance Lead (Governor or Equivalent):

Clevedon School	Hilary Frayne
Mary Elton Primary School	Hadley Rides
Tickenham Church of England Primary School	Andy Duncan
Yeo Moor Primary School	Ann Driver
St Nicholas' Chantry C of E Primary School	Susan Warren-Cox
All Saints C of E Primary School	Amanda Caley
Chestnut Park Primary School	Mandy Milsom
Northgate Primary School	Kim Lawrence
Puriton Primary School	Tessa Miller
Westover Green Community School	Kate Gallagher
Willowdown Primary School	Leigh Redman
Woolavington Village Primary School	Nicola Thompson
Chilton Trinity School	Laura Ellis/Eileen Tipper

DSL for Looked After Children:

Clevedon School	Kathryn Hutchings
Mary Elton Primary School	David Hartshorn
Tickenham Church of England Primary School	Liz Lester
Yeo Moor Primary School	Roland Lovatt
St Nicholas' Chantry C of E Primary School	Ro O'Reilly
All Saints C of E primary School	Stephen Webber
Chestnut Park Primary School	Tamara Dexter
Northgate Primary School	Katie Penny
Northgate Primary School Nursert	Abi Criddle
Puriton Primary School	Katie Williams
Westover Green Community School	Rachel Elliot
Willowdown Primary School	Natalie Sweet
Woolavington Village Primary School	Georgina MacLennan
Chilton Trinity School	Gemma Clarke

Prevent Lead:

Clevedon School	Kathryn Hutchings
Mary Elton Primary School	Dean Hudd
Tickenham Church of England Primary School	Liz Lester
Yeo Moor Primary School	Roland Lovatt
St Nicholas' Chantry C of E Primary School	Ro O'Reilly
All Saints C of E Primary School	Stephen Webber
Chestnut Park Primary School	Tamara Dexter
Northgate Primary School	Sheila Norman
Puriton Primary School	Katie Williams
Westover Green Community School	Jason Eveleigh
Willowdown Primary School	Natalie Sweet
Woolavington Village Primary School	Georgina MacLennan
Chilton Trinity School	Rob Suik

Child Exploitation Lead:

Clevedon School	Kathryn Hutchings
Mary Elton Primary School	Dean Hudd
Tickenham Church of England Primary School	Liz Lester
Yeo Moor Primary School	Roland Lovatt
St Nicholas' Chantry C of E Primary School	Ro O'Reilly
All Saints C of E Primary School	Stephen Webber
Chestnut Park Primary School	Tamara Dexter
Northgate Primary School	Lisa Hunt
Northgate Primary School Nursery	Abi Criddle
Puriton Primary School	Katie Williams

Westover Green Community School
Willowdown Primary School
Woolavington Village Primary School
Chilton Trinity School

Jason Eveleigh
Cat Griffiths
Georgina Maclellan
Rob Suik

Telephone Numbers:

Clevedon School	01275 876 744
Mary Elton Primary School	01275 876 432
Tickenham Church of England Primary School	01275 853 919
Yeo Moor Primary School	01275 875 607
St Nicholas' Chantry Church of England Primary School	01275 873 132
All Saints Church of England Primary School	01275 874 169
Chestnut Park Primary School	0117 471 0702
Northgate Primary School	01278 226 070
Puriton Primary School	01278 683 630
Westover Green Community School	01278 422 943
Willowdown Primary School	01278 558 758
Woolavington Village Primary School	01278 683 267
Chilton Trinity School	01278 425 222