Mendip Green Primary School

Safeguarding and Child Protection Policy

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Contents

ELAN Designated Safeguarding Leads and Safeguarding Governors 6
Safeguarding Partnership Arrangements 8
PART 1: Policy 9
1. Safeguarding Statement 9
2. Definitions 9
3. Introduction 10
4. Equalities Statement 11
5. Policy Principle, Aims and Values 12
6. Professional Expectations, Roles and Responsibilities 14
6.1 Governing Body/Chair of Trustees/Management Committee 14
6.2 The Headteacher 15
6.3 Role of the Designated Safeguarding Lead (DSL) 15
6.4 The Deputy Designated Safeguarding Lead 16
6.5 The role of the Designated Teacher for children in care and children previously in care. 16
6.6 Role of all staff 17
6.6.1 What staff need to know and do 17
7. Safeguarding Training 18
8. Safeguarding in the curriculum 19
9. Creating a Safeguarding Culture 20
9.1 Safer Recruitment and Selection 20
9.2 Use of reasonable force and physical intervention 20
9.3 Staff Support 21
9.4 Pupil Support 21
9.5 Whole School Approach 21
9.6 Extra-familial harm 21
10. Managing allegations made against members of staff or volunteers 21
11. Whistleblowing (See also ELAN Whistleblowing Policy) 22
12. Key Safeguarding Areas 22
Part 2: Procedures 24
1. Reporting Concerns 24
2. Responding to a concern 24
3. Whistleblowing Procedure - Responding to Concerns 26
4. Low level concerns 27

5. Information Sharing 28
6. Multi Agency Working 29
7. External contributors/visiting speakers to school 30
8. Use of school premises for non-school activities 31
9. Identifying and monitoring the needs of vulnerable pupils. 31
10. Children in care and children who have previously experienced care 32
11. Private Fostering Arrangements 32
12. North Somerset Safeguarding Children Partnership Escalation (Resolving Professional Differences) Procedure 33
13. Suspensions, permanent exclusions, and commissioning of Alternative Provisions 34
13.1 Commissioning Alternative Provisions 35
14. Children who abscond or go missing 35
15. Children uncollected from school 36
16. Children Absent or Missing from Education 36
17. Elective Home Education 36
18. Respond to incidents of child on child harm. 36
19. Mental health and wellbeing 38
20. Online Safety 39
Appendix A - Types of Abuse and Neglect 41
Abuse and Neglect 41
Categories of Abuse: 41
Signs of Abuse in Children: 41
Risk Indicators 42
Recognising Physical Abuse 42
Bruising 43
Bite Marks 43
Burns and Scalds 43
Fractures 44
Scars 44
Recognising Emotional Abuse 44
Recognising Signs of Sexual Abuse 44
Recognising Neglect 45
Anti-Bullying/Cyberbullying 45
Bullying, Prejudice and Racist Incidents 46
Radicalisation and Extremism 46
Indicators of vulnerability to Radicalisation 47

Indicators of vulnerability include: 47
Domestic Abuse 48
Exploitation (including Child Sex Exploitation – CSE, Child Criminal Exploitation – CCE & County Lines) 49
Female Genital Mutilation (FGM) 52
Forced Marriage 54
Honour-based Abuse 54
One Chance Rule 54
Mental Health 54
Child on Child Abuse (including sexual violence, sexual harassment and HSB) 55
Online Safety 58
Youth produced sexual imagery (sexting) 58
Fabricated or induced illness (FII) or Perplexing Presentations 60
Homelessness 60
Children and the Court System 61
Children with a Family Member in Custody 61
Appendix B - Key Documentation, procedures and guidance 62
Appendix C - Managing a Disclosure of Abuse 63
Appendix D – North Somerset's Continuum of Need 64
Appendix E – Requesting Involvement from Children's Social Care 65
Appendix F – Protocol for pupils who are uncollected from school 67
Appendix G – Alternative provision guidance for schools 70
Appendix H – DSL safeguarding report to the governing body 71
Appendix I – ELAN low level concern response flowchart 73
Appendix J – Low level concern recording form 74

ELAN Designated Safeguarding Leads and Safeguarding Governors

School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead / Safeguarding Team	Designated Safeguarding Governor/Trustee	Designated Teacher for Children in Care	Contact Number
ELAN central team	Mr. Adam Matthews CEO	Ms. Michelle Clarke HR Lead	Mrs. Jo Leite		01934 313390
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Walliscote Primary School	Mrs Shelley Flanagan	Miss. Beth Brown Ms. Claire Hardwidge	Mr. Andrew Allen	Ms. Claire Hardwidge	01934 621954 dsl@walliscote.extendlearning.org
Windwhistle Primary School	Mrs. Heidi Hudd	Miss. Nicole Vinton Mr. Paul Davis Mr. Dan Watkins Mrs. Julie Backler Mrs. Caroline Madeley	Ms. Laila Barker	Mrs. Caroline Madeley	01934 629145 DSL@windwhistle.extendlearning.org

(Information updated July 2025)

This policy was approved by the Trust Board on 24 July 2025 and adopted formally by the Local Governing Bodies within each of the Trust schools.

Safeguarding Partnership Arrangements

North Somerset Safeguarding Children Partnership (NSSCP)
In North Somerset the three key partners are:

- **North Somerset Council**
- **Bristol, North Somerset and South Gloucestershire Integrated Care Board**
- **Avon and Somerset Constabulary**

Schools and educational settings, including early years (Section 40 of the Childcare Act 2006), are vital safeguarding partners. The North Somerset Safeguarding Children Partnership builds on the existing strong relationships with schools, college and early years settings to ensure educational settings contribute to making the voices of children and young people heard within an educational safeguarding context.

Full published arrangements can be found here

PART 1: Policy

This policy should be read in conjunction with the following policies

- Anti-Bullying Policy
- Behaviour Policy
- Child on Child Abuse Policy
- Code of Conduct for Staff
- Health and Safety Policy (ELAN and individual school's policy)
- Mental Health and Wellbeing Policy – Children
- Online Safety Policy
- Pupil Attendance Policy (including the safeguarding response to children who go missing from education)
- Physical Safety Intervention Policy
- Recruitment and Selection Policy
- Safe Touch and Intimate Care Policy
- Whistleblowing Policy

The ELAN Safeguarding and Child Protection policy is modelled on the North Somerset Local Authority Safeguarding and Child Protection Policy and applies to all schools within the ELAN trust.

1. Safeguarding Statement

Extend Learning Academies Network (ELAN) recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and expects all staff, governors, and volunteers to share this commitment. We recognise that all children, regardless of age, disability, SEND, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. We listen to our pupils and take seriously what they tell us, children are aware of the adults they can talk to if they have a concern. When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the child's welfare. This Child Protection and Safeguarding policy underpins and guides our safeguarding procedures and protocols.

2. Definitions

Safeguarding is defined as:

- Protecting children from maltreatment whether that is within or outside the home including online
- Providing help and support to meet the needs of children as soon as a problem emerges
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- 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.

When using the term 'staff', this will refer to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18 or 25 if a care leaver.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, adoptive parents and LA corporate parents.

3. Introduction

At **Extend Learning Academies Network (ELAN)**

- 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.

ELAN schools are 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 ELAN schools 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 (2025)** 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 for Safer Working Practice (2022)** this outlines the behaviours expected by professionals working in the children's workforce
- **Local Guidance from the Local Safeguarding Partnership:** Information on arrangements can be found on the North Somerset Safeguarding Children Partnership Website
- **The Teacher Standards 2012** state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

  All staff across ELAN schools have a duty and responsibility to safeguard children and young people attending our schools, irrespective of their role:

- All staff will be responsible for identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989; i.e. Section 17 (Children in Need) and Section 47 (a child suffering harm, or likely to suffer significant harm). These concerns should be discussed with the school's Designated Safeguarding Lead (DSL).
- All staff should be aware of the process and principles for sharing information within the school which supports safeguarding.
- All staff should be aware of their local early help process and understand their role within it.
- The most important consideration is whether sharing information is likely to safeguard and protect a child. **Any staff member who has a concern about a child's welfare should follow the referral processes set out in their school policy.**
- 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.

- Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)
- The Safeguarding Vulnerable Groups Act 2006
- Information Sharing 2024
- What to do if you're worried a child is being abused
- Filtering and monitoring standards in schools and colleges (DfE)

4. 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.

Details of our specific duties are published under ELAN's equality statement, this can be found at https://www.extendlearning.org

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 Inclusion Policy

ELAN 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.

5. Policy Principle, Aims and Values

The welfare of the child is paramount:
• All children regardless of age, gender, culture, language, race, ability, sexual identity, or religion have equal rights to protection, safeguarding and opportunities. • We recognise that all adults, including temporary staff, volunteers, and governors, all have a duty to protect our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. • All staff believe that our school should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child. • Pupils and staff involved in child protection issues will receive appropriate support and supervision.
This policy aims to:
• Raise the awareness of all staff of the need to safeguard children. • Provide all staff with guidance on the procedures they should adopt if they suspect a child/young person may be experiencing, or be at risk of experiencing, harm. Including (by DSL/DDSL) consideration to the use of appropriate assessments, resources, and agency support. • Provide an environment in which children and young people feel safe, secure, valued, and respected, and that they will be listened to should they make a disclosure. • Raise awareness that abuse can be both Familial and/or Contextual; and abusers can be both adult/s to child/ren or child/ren to child/ren. • Demonstrate the school's commitment regarding safeguarding and child protection to pupils, parents, and other partners. • Provide a systematic means of monitoring children known or thought to be at risk of harm. • To emphasise the need for high levels of communication between staff and the designated safeguarding leads internally and with external agencies and partners, including our contribution to assessments, referrals, and support plans. • To develop and promote effective working relationships with other partnership agencies, particularly Childrens Social Care, Police and Health. • Support the child's development in ways that will foster security, confidence, and independence. • Ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit. • Provide clarity and expectations on professional behaviours and code of conduct including lone working requirements.
Supporting and Protecting Children:
• We recognise that a child who is abused or witnesses' violence may feel helpless and humiliated and could experience barriers to making a disclosure. We understand that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn as well as exhibiting signs of mental health problems. We understand the impact on a child's mental health, behaviour, and education from familial and/or contextual abuse. School may not only provide stability in the lives of children who have been abused or who are at risk of harm, but it plays a significant part in the prevention of harm to our children.

Our school will support all children by:
• encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying (incl. cyber bullying). • promoting a caring, safe, and positive environment within the school and providing children with good lines of communication with trusted adults, supportive friends, and an ethos of protection. • responding empathetically and compassionately to any requests for time out to deal with distress and anxiety. • offering details of helplines, counselling, or other avenues of external support. • liaising and working together with all other settings, support services and those agencies involved in the safeguarding of children. • notifying Childrens' Social Care as soon as there is a significant concern. • ensuring appropriate information is shared confidentially at key transition points in a child's journey to ensure continues support (incl. school medical records). • children are taught to understand and manage risk through our Personal, Social, Health and Economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety, healthy relationships, consent, sexual harassment and violence, equality and diversity, road safety and injury prevention, public transport safety and water safety. • by accessing and utilising the necessary resources, guidance and toolkits to support the identification of children requiring mental health support, support services and assessments. • by working collaboratively with mental health services and make onward referrals to specialist services such as CAMHS when criteria thresholds are met. • reassuring victims that they are being taken seriously and that they will be supported and kept safe.
The school community will protect children by:
• work to establish and maintain an ethos where children feel secure, are encouraged to talk, and are always listened to. • ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty. • include regular consultation with children, parents, and staff, gathering their voice. • including safeguarding across the curriculum to equip children with the skills they need to stay safe from harm and to know to whom they should turn for help; in particular this will include anti-bullying work, information about child on child abuse (sexual harassment and sexual violence, consent), online-safety, road safety, pedestrian and cycle training; provide focussed activities to prepare key year groups for transition to new settings and/or key stages e.g. more personal safety/independent travel; and • ensure all staff, pupils and parents are aware of school guidance for their use of mobile technology and the safeguarding issues around the use of mobile technologies, including the use of social media and their associated risks have been shared.

6. Professional Expectations, Roles and Responsibilities

6.1 Governing Body/Chair of Trustees/Management Committee

The Governing Body/Chair of Trustees/Management Committee will ensure that:

- They comply with their duties under legislation;
- The school has a safeguarding policy in accordance with the procedures of North Somerset Safeguarding Children Board;
- The school has key policies in place to cover:
  - Behaviour
  - Staff behaviour/Code of Conduct
  - Children Missing Education
- That the school has more than one emergency contact telephone number recorded for each pupil and this is checked on a regular basis;
- An appropriately trained Designated Teacher is appointed to promote the educational achievement for children in care, those children who have left care through adoption, special guardianships or child care orders or were adopted from state care outside England and Wales and to work with the Virtual School Head;
- The school operates "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers and contractors in line with statutory guidance Keeping Children Safe in Education (2025, Part 3);
- Each school will maintain a Single Central Record of relevant pre-employment checks as per Regulations detailed in KCSIE 2025;
- A member of the school's senior leadership team is appointed as the DSL and has undertaken the appropriate level 3 identified training offered by the local authority;
- The headteacher and all other staff who work with children undertake regular safeguarding training;
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and their responsibilities; and a proportionate risk based approach is used regarding the level of information provided to them.
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- The school has procedures for dealing with allegations of abuse against staff/volunteers;
- The governing body reviews its safeguarding policies/procedures annually or as required due to changes in statutory guidance;
- The trust board and local governing bodies will ensure that all trustees and governors receive appropriate safeguarding and child protection (including online) training at induction and updated annually.
- A nominated governor is appointed with a specific brief for safeguarding and child protection and will liaise with the headteacher and DSL. The role is strategic rather than operational – they will not be involved in concerns about individual pupils;
- The Nominated Governor will liaise with the headteacher and the DSL to produce an annual report for governors and review the annual 175 safeguarding audit for the local authority;
- At least one member of the governing body has completed safer recruitment training to be refreshed at least every three years.
- The Chief Executive Officer (CEO) or Chair of the Board is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the headteacher;
- The school will contribute to multi-agency working in line with statutory guidance (see Working Together to Safeguard Children 2018);
- Appropriate filters and monitoring systems are in place to support work online, but these should not act as an unreasonable restriction.
- Pupils are taught about safeguarding on the curriculum including online safety and Relationships and Sex Education in compliance with statutory guidance.

Duties are further outlined in Keeping Children Safe in Education (2025, Part 2)

6.2 The Headteacher

The Headteacher, supports the governing body, designated safeguarding lead, deputies, staff and volunteers to fulfil their roles and responsibilities

Roles and responsibilities will include:

- Ensuring the Child Protection and Safeguarding policy and procedures are implemented and followed by all staff
- Enabling sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively,
- Supporting and promoting a safeguarding culture and ethos in school so that child/ren's wishes and feelings are considered when determining what action to take and what services to provide.
- Ensuring systems are in place for children to express their views and give feedback.
- Following the whistleblowing policy and procedures if an allegation is made against a member of staff supply staff or volunteer all staff, including liaising with the Local Authority Designated Officer (LADO) and referring anyone who has harmed or may pose a risk to a child to the Disclosure and Barring Service.
- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensuring that staff are supported and their wellbeing is prioritised and that occupational health services are available and promoted.

6.3 Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection within the school. Details of our DSL and Deputy DSL are detailed within this policy and are available on each school website, school newsletters or notice board in each school's reception area.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the **ultimate lead responsibility for safeguarding child protection remains with the DSL**.

The broad areas of responsibility for the DSL are:

- **Liaise** with the local authority and other agencies;
- **Managing referrals** to other agencies including: the local authority children's social care in cases of suspected abuse; Police South West Counter Terrorism Unit where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies including mental health services such as CAMHS;
- **Work with others** to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and liaise with the Local Area Designated Officer (LADO) as required. DSLs should act a single point of contact for all matters of safeguarding and advice for staff, volunteers and governors.
- **Undertake Training** to ensure the DSL (and any deputies) has the knowledge and skills required to carry out the role (updated every 2 years). Further knowledge and skills should be updated at regular intervals and shared with relevant parties as appropriate;
- **Raise Awareness** to ensure all ELAN school's safeguarding and child protection policies are known, understood and used appropriately. The DSL will also provide an

annual report to the governing body on safeguarding and child protection activity within the school;

- **Information sharing and managing safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files by using **CPOMS (Child Protection Online Monitoring and Safeguarding System**).
- **Availability** of the DSL (or any deputies) during term time and school hours needs to be ensured for staff in the school or college to discuss any safeguarding concerns. In the event of local or national lockdown, the DSL or deputy should at minimum be available on the telephone.
- Overseeing and acting upon filtering and monitoring reports and checks to these systems.

Duties are further outlined in Keeping Children Safe in Education (2025, Annex C)

6.4 The Deputy Designated Safeguarding Lead

The deputy(s) will be trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, will carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, is set out in previous section and, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

6.5 The role of the Designated Teacher for children in care and children previously in care.

The designated teacher should be a central point of initial contact within the school, helping to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

The most effective designated teachers have a leadership responsibility and can promote the educational achievement of every child in care and child previously in care on the school's roll. This involves:

- working with the 'Virtual School' to promote the education of children in care and children previously in care and promoting a whole school culture where the personalised learning needs of every child in care and child previously in care matters and their personal, emotional and academic needs are prioritised.
- taking a lead responsibility for ensuring school staff understand the things which can affect how children in care and children previously in care learn and achieve and how the whole school supports the educational achievement of these pupils.
- ensuring all staff have high expectations of children in care and children previously in care's learning and set targets to accelerate educational progress.
- ensuring all staff are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.
- ensure understanding of how important it is to see children in care and children previously in care as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their child in care or child previously in care status.

For more information on the role see *The Designated Teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities - DFE document February 2018*

6.6 Role of all staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2025). 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
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading the Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; attendance policy; online filtering and monitoring and the role of the Designated Safeguarding Lead (DSL).
- 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 pupils and take action to keep them safe. Information or concerns about pupils 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 intervention through Family Wellbeing Services;
    - where there is a radicalisation concern;
    - where a child may be experiencing child-on-child abuse
    - where there are concerns due to online risk
    - where a crime may have been committed.
- Staff will be clear as to the setting's policy 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 pupils and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Staff will 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.

6.6.1 What staff need to know and do

All staff need to be aware of the systems within their school which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated.

All staff should:

- Know the DSL and any deputies and how to contact them;
- Know the Chair of Governors, Vice Chair of Governors and the Governor responsible for safeguarding;
- Read and understand this policy and revisit it annually or when significantly amended;
- Be aware of the school's procedures in order to identify those pupils in need of early intervention and take appropriate and timely action where there are concerns for the welfare and protection of children and young people, particularly concerning referrals of cases of suspected abuse and neglect.; Adhere to the school's staff code of conduct and behaviour management policies;

- Know what to do if a child tells them they are being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child (see Appendix C);
- Be clear as to the school's policy and procedures with regard to child on child abuse and children missing education;
- Report concerns about a child/young person immediately or as soon as it is practicable to the DSL. If the DSL, deputy DSL or member of SLT is not available and a child is in immediate danger or is at risk of harm a referral should be made to children's social care or the police immediately. The DSL should be informed as soon as possible after the incident is reported;
- Be aware of signs of abuse or neglect and the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND);
- Have the skills, knowledge and understanding to keep children in care and children previously in care safe;
- Be aware of their legal responsibility to report cases of FGM to the police
- Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism;
- Be aware of school whistleblowing procedures and policy;
- 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.
- 'Reasonable Force' refers to the physical contact to restrain and control children,' using no more force than is needed'. 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 taken into account. 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).

7. Safeguarding Training

- In addition to this policy, **all** staff should read and understand Part One and Annex A of **Keeping Children Safe in Education (KCSIE) 2025.**
- All school staff and volunteers on induction will receive appropriate safeguarding and child protection training and will include staff understanding their legal duty under the Mandatory FGM Reporting Duty. This will be refreshed at least annually taking into account current key learning points and trends from serious case reviews. Refresher training will be completed in consultation with the Safeguarding in Education Officer for North Somerset Council. In addition, **all** staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), throughout the school year, to provide them with relevant skills and knowledge to safeguard children effectively (KCSIE, 2025).
- 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'
- Whistle blowing procedures will be covered in whole school training so that staff know what to do if they have concerns relating to safeguarding practice within the school.
- All training will be effective and comply with the law at all times.

- The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. The DSL or DDSL will attend ELAN and Local Authority DSL Network meetings and take time to read and digest safeguarding bulletins.
- 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.
- Governing bodies and proprietors will ensure that all staff safeguarding, and child protection training has been completed and is refreshed as required.
- All ELAN schools 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.
- The Designated Teacher appointed to promote the educational achievement of children in care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The DSL will attend face to face Prevent awareness training (WRAP). All other school staff members will complete as minimum the Government Online Prevent E-training learning package.
- Online safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach
- All trustees and governors will receive appropriate safeguarding and child protection (including online) training at induction and updated annually. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding.
- 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 mental health lead in each academy will access appropriate training.
- Appropriate colleagues will receive training in relation to use of reasonable force and positive handling.

8. Safeguarding in the curriculum

ELAN schools are dedicated to ensuring that pupils are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all pupils, and a more personalised or contextualised approach for more vulnerable pupils, 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 pupils 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.
- Pupils can inform the curriculum via discussions with the school council.

9. Creating a Safeguarding Culture

9.1 Safer Recruitment and Selection

ELAN pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2025; 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 where appropriate checks through the Disclosure and Barring Service (DBS) i.e, the enhanced DBS disclosure, the barred list checks and prohibition checks (and overseas checks if appropriate), (see Part 3 of KCSIE 2025 for further information about the required checks and regulated and non-regulated activity).
- Informal checks are also completed on applicants' online presence in addition to formal checks.
- All recruitment materials will include reference to ELAN's commitment to safeguarding and promoting the wellbeing of pupils.

9.2 Use of reasonable force and physical intervention

'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. 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 physical intervention 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 physical intervention, the school will draw up a risk assessment and this will be agreed by parents/carers
- Staff who are likely to need to use physical intervention will be appropriately trained.

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

9.3 Staff Support
It is recognised the stressful and traumatic nature of safeguarding and child protection work. All ELAN schools will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate. Further, the school will endeavour to create a robust safeguarding culture and environment, so that staff feel comfortable to discuss matters outside the workplace, which may have implications on their practice to safeguarding of children in the school.

9.4 Pupil Support
Opportunities will be provided for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing. Relevant issues will be supported through the curriculum including: relationship education (in primary) which will be mandatory as per government regulations in 2020 and through Personal, Social, Health and Economic (PSHE) education. Young people will explore key areas such as self-esteem, emotional literacy, consent, building resilience to radicalisation, online safety and bullying.

9.5 Whole School Approach
All policies which address issues of power and potential harm, for example anti-bullying, equalities, use of reasonable force, positive behaviour, will be linked to ensure a whole school approach.

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

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

Identification of those at Increased Risk, or who have Additional Safeguarding Needs
Certain groups of pupils within school are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include: children in care and children previously in care, children with disabilities and special education needs, young carers, those with mental health problems and those living in households where there is domestic abuse, mental health concerns and/or substance misuse (toxic trio). It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs.

9.6 Extra-familial harm
Staff should be aware of the harms that can happen to children outside of the family and should consider the contexts with which harm takes place. An understanding of a child/young person's life outside of school and the family home is vital to provide a full picture of the child's needs and their exposure to harm.

10. Managing allegations made against members of staff or volunteers
An allegation is any information which indicates that a member of staff/volunteer 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.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in one of our schools.

If any member of staff has concerns that a colleague or volunteer might pose a risk to children, it is their duty to report these to the headteacher. Where the concerns or allegations are about the headteacher, these should be referred to ELAN Chief Executive Offer (CEO).

The headteacher/Chair of Governors should report the concern to **the Local Area Designated Officer (LADO) - 07795092692 -** lado@n-somerset.gov.uk
All allegations must be managed in line with the statutory guidance in Part 4 of KCSIE 2025 and the school whistleblowing procedures.

11. Whistleblowing (See also ELAN Whistleblowing Policy)

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

The governing body/proprietor would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the school's own whistleblowing procedure.

Further guidance can be found at:

- North Somerset Allegations Against Staff or Volunteers guidance
- 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. ELAN whistleblowing and complaints procedures can be found here.

12. Key Safeguarding Areas

In addition to the above there are other areas of safeguarding that the school has a responsibility to address and these include:

- Children in the court system
- Children affected by parental offending/imprisonment.
- Children missing from education – including persistent absence.
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- Domestic Abuse
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health

- Child on child abuse:
  - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
  - Abuse in intimate personal relationships between children.
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
  - Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
  - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
  - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
  - Consensual and non-consensual sharing of nudes and semi-nude images and or videos
  - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
  - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Preventing Radicalisation (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young Carers

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (2025; Annex B); and the NSPCC website - Types of Abuse;

Part 2: Procedures

1. Reporting Concerns

All staff will be aware of their responsibility to report any safeguarding concern (no matter how small) in a timely way to the DSL or DDSL using the schools prescribed practice. The incident or concern will be recorded using the **school CPOMS system.**

All staff will be aware of and follow the procedures to respond to a concern about a child. This includes responses to child-on-child abuse and pupils who present with a mental health need. 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 the Front Door to Children's Services for next steps. This will be done with consent of the parents unless by doing so would put the child at further risk.

At all ELAN schools, pupils can raise their concerns by talking to adults who will then record these concerns on CPOMS and take any necessary action to keep the child safe.

2. Responding to a concern

Following an initial conversation with the pupil, if the member of staff remains concerned, they should either discuss their concerns with the DSL and in all case make a record on the schools recording system Records should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.

1. Offer reassurance, listen and take seriously what is being said. Never promise to keep secrets or be persuaded by the child, young person or their family not to take action.

2. Recognise that it is not your job to investigate, verify what is being said or examine the individual disclosing; this is the statutory responsibility of the child protection services and/or the Police.

However, it is important to ascertain relevant information.

3. Explain the process to the individual; that you will need to pass this information on, to whom, the reasons why and possible actions.

4. Any concerns will be recorded , including the child's voice, body map (if necessary) and other relevant information in line with our schools recording procedure. Concerns may also be shared with the DSL/DDSL verbally, these conversations will also be recorded in writing

If a pupil discloses to a member of staff

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will;

- Listen to what the child has to say and allow them to speak freely.
- Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener.
- Reassure the child that it is not their fault and that they have done the right thing in telling someone.
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk.
- Take what the child is disclosing seriously.
- Ask open questions and avoid asking leading questions.
- Avoid jumping to conclusions, speculation or make accusations.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'i do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next, that they cannot keep secrets and that information will be shared to ensure the right level of support is given.

Notifying Parents

- The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and normally the DSL/DDSL will contact the parent in the event of a concern, suspicion, or disclosure of abuse of that the child has been harmed in some way.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Local Authority Children's Front Door.
- Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

3. Whistleblowing Procedure - Responding to Concerns

All institutions involved on a regular basis with children must be proactive and vigilant. If information about known or suspected sexual abuse is held by anyone in the institution, the information must be acted upon and proper investigation must take place, regardless of cultural, religious, educational, or societal norms and beliefs. There should be no exceptions to this requirement.

The Report of the Independent Inquiry into Child Sexual Abuse October 2022

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Local Area Designated Officer (LADO) following the Whistleblowing Policy.

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

Whistleblowing re the Headteacher should be made to the Chair of the Governing Body or Chief Executive Officer of a trust whose contact details are readily available to staff (as pertinent to setting).

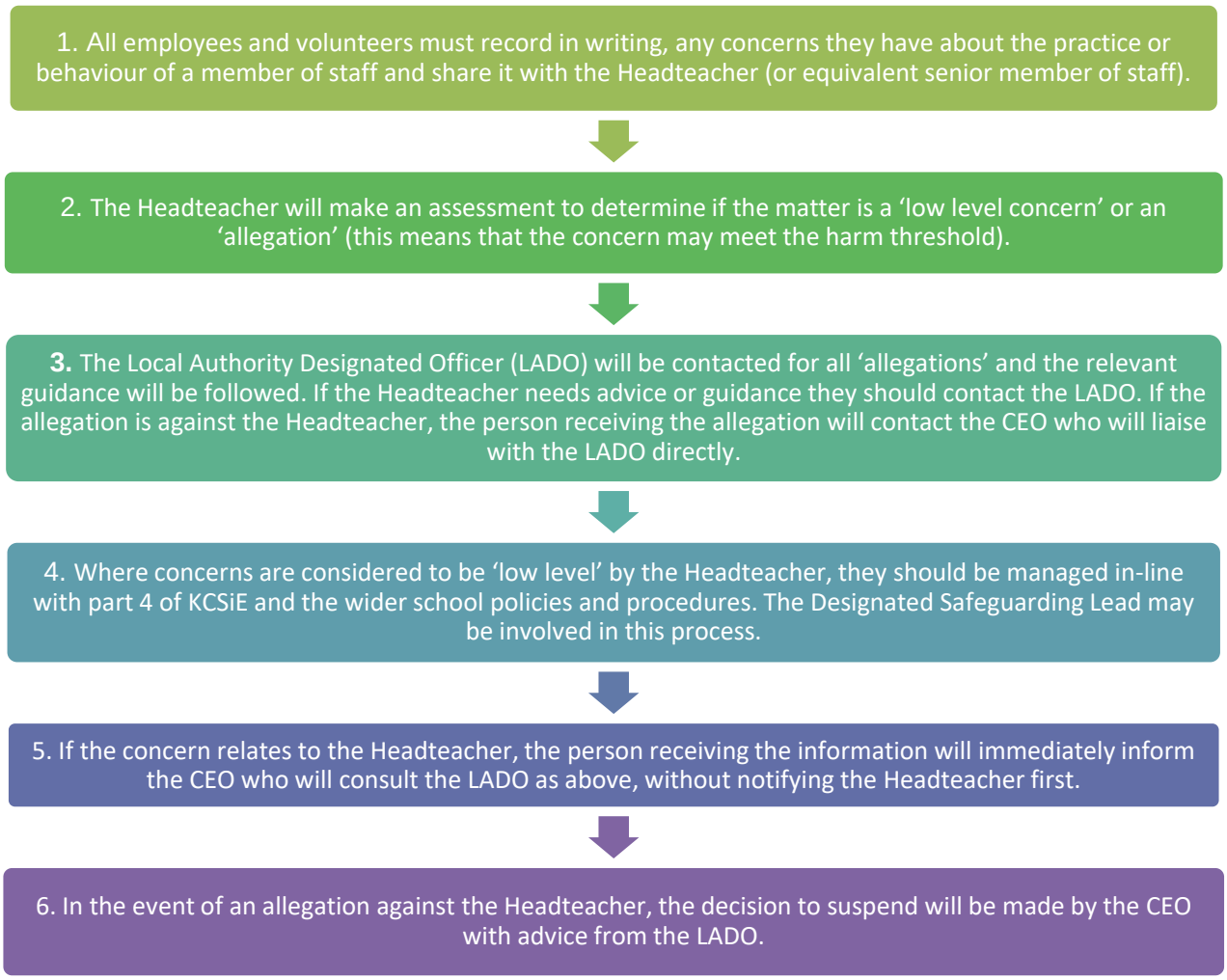
Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

- 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. This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk. Where appropriate, an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

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 headteacher who will follow guidance in Keeping Children Safe in Education 2025, 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 ELAN Chief Executive Officer (CEO), 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



4. Low level concerns

This should be read in conjunction with the staff code of conduct and Keeping Children Safe in Education (2025, 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 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.
- Using inappropriate sexualised, intimidating or offensive language.

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 and will be used in conjunction with the ELAN Disciplinary policy

The process should follow that laid out in appendix I.

- Any low level concern reports will be completed using the low level recording form which will be stored on the schools recording system and is located in appendix J.
- Reports should be made to the headteacher. ELAN creates an environment where staff are encouraged to feel confident to self-refer where they have found themselves in a situation.
- 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.

5. Information Sharing

ELAN are 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'.

All Staff will be 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 we 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 we will seek legal advice.

Child protection information will be stored and handled in line with the Data Protection Act 2018 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, May 2024. School will consider where appropriate information sharing prior to the child's formal transfer to their new setting, this could also include key staff from their new setting to be invited to meetings e.g. Child Protection, Core group or Team Around a Family (with consent of parents and professionals).

At the point a child formally transfers to their new setting, their safeguarding file will be redacted and transferred securely in line with GDPR expectations as soon as possible but within 5 working days.

Information sharing is guided by the following principles:

- **Necessary and proportionate** - When taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018, and you should consider the impact of disclosing information on the information subject, and any third parties, including anonymous referrers. Information must be proportionate to the need and level of risk.

- **Relevant** - Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

- **Adequate** - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

- **Accurate** - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

- **Timely** - Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

- **Secure** - Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

- **Record** - Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so**.**

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.

6. Multi Agency Working

ELAN is a relevant agency in the North 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.

ELAN 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 Multi-Agency Safeguarding Hub (MASH), Family Meetings, initial and review child protection conferences and core group meetings.

Additional considerations:

- Where a learner and/or their family is subject to an 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, **ELAN** will notify the North Somerset Safeguarding Children Partnership as soon as is reasonably possible.

7. External contributors/visiting speakers to school

ELAN recognises that using external contributors/visiting speakers can enrich and support the curriculum. Pupils often find visitors an informative and interesting element of their learning. All ELAN schools will ensure that delivery by external contributors/speakers is consistent with school policy, the curriculum, values and ethos.

All external contributors/speakers will provide the school with a risk assessment, and risk assessments will also be completed by the individual school.

All material will be sent across in advance to ensure that schools can make an assessment of the educational value, the age appropriateness of what is going to be delivered and ensure that relevant checks are undertaken.

All external contributors/speakers will provide evidence of the relevant and mandatory checks.

All external contributors/visiting speakers will agree to:

- not spread intolerance in the community and thus aid in disrupting social and community harmony.
- not incite hatred, violence or call for the breaking of the law.
- not encourage or promote racist, homophobic, sexist, ageist or extremist views or promote any acts of terrorism.
- not insult other faiths or groups within a framework of positive debate and challenge.
- adhere to the school's equal opportunities and safeguarding policies.

Parents will be informed regarding the content being delivered and given the option to opt out of material that they feel is not appropriate for their children.

All organisations and visitors will adhere to the signing in processes as outlined by the school which covers the use of mobile technology and conduct.

All external contributors/speakers will be supervised whilst on site and staff will remain present during the delivery of sessions.

All staff will ensure that they challenge external contributors/speakers if conduct or material is inappropriate and will ensure that this is reported to the DSL or a member of the Senior Leadership team so that this can be addressed.

8. Use of school premises for non-school activities

Where a school hires or rents out their facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided under the direct supervision or management of the school staff, the school arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The school will therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The school will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on keeping children safe in out-of-school settings details the safeguarding arrangements that schools should expect these providers to have in place.

Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools will follow their safeguarding policies and procedures, including informing the LADO.

9. Identifying and monitoring the needs of vulnerable pupils.

The DSL and Deputy DSL will regularly review and monitor those pupils 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 pupils is shared with teachers and school and college leadership staff to promote educational outcomes.
- Pupils 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.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- 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.
- Is frequently missing/goes missing from care or from home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking, or exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Is a privately fostered child.
- Is a child affected by parental offending (CAPO).
- Has an imprisoned parent.Is experiencing mental health, wellbeing difficulties or lives in a home where a parent/carer has significant mental health difficulties.
- Is persistently absent from education (including persistently absent for part of the school day).
- Has experienced multiple suspensions, is at risk of being permenantly excluded and in alternative provision or at a pupil referral unit.
- Is at risk of 'honour' based abuse such as female genital mutilation or forced marriage

10. Children in care and children who have previously experienced care

The most common reason for children experiencing care is as a result of abuse and neglect. Our school will ensure that staff have the necessary skills and understanding to keep children in care and those who have previously experienced care safe. Appropriate staff have information about a child's legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The Designated Teacher for children in care and the DSL, will have details of the child's social worker and the name and contact details of the Local Authority's virtual school head for children in care, children with a social worker and those in kinship care. (Extended role from September 2025).

The Designated Teacher works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of children in care to ensure the school meets the needs in the child's personal education plan. The designated teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.

Promoting the education-of-looked-after-children (Children in care)
Virtual School Head Role extension

11. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are place in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

School recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this will the DSL and the DSL will notify Childrens Front Door of the circumstances (childrens.frontdoor@n-somerset.gov.uk).

12. North Somerset Safeguarding Children Partnership Escalation (Resolving Professional Differences) Procedure

North Somerset Council have a resolving differences policy that details the pathway for escalating professional differences and concerns https://nsscp.co.uk/policies-governance

At no time must professional disagreement detract from ensuring that the child is safeguarded. The child's welfare and safety must remain paramount throughout. This procedure identifies a non-exhaustive list of potential areas of disagreement, guidance on preventing disputes and procedures to be followed when disputes cannot be resolved through discussion and negotiation between professionals at front line level. It does not include procedures when there is a disagreement regarding the need to convene an Initial Child Protection Conference or the implementation of the Child Protection Plan. Some organisations use the term Conflict Resolution Policy.

Potential Areas of Disagreement:

- A referral not considered to meet the threshold for assessment by Children's social care;
- Children's social care conclude that further information should be sought by the referrer before a referral is progressed;
- There is disagreement as to whether the child protection procedures should be invoked;
- Children's social care and the Police place different interpretations on the need for significant agency response in relation to a child protection enquiry;
- There is a disagreement over the sharing of information and/or provision or services;
- There is disagreement over the outcome of any assessment and whether the appropriate action plan is in place to safeguard and promote the welfare of the child.

Stage One: Preventing Disputes:
Most disagreements can be resolved through discussion and negotiation. The professionals involved should attempt to resolve differences through discussion within one working day, but if they are unable to do so, their disagreement must be reported by them to their line managers or equivalent.

With respect to most day-to-day issues, the relevant line managers will be able to resolve the disagreement. This contact should take place within twenty-four hours. The purpose of this contact is to review the available information and to resolve the concern. It may be helpful to consider the involvement of the designated or named professional at this stage in preference to use of line management.

Any action agreed should be fed back immediately to the relevant managers involved and the detail of the conflict and agreements reached should be recorded on the child's file.

Stage Two: Informal Dispute Procedure:
Where it is not possible to resolve the matter at front line management level, the matter should be referred without delay to second tier management level.

The issue will then be considered at second tier management level and/or include Team Around the Family, with direct communication taking place with the designated professional or named professional for safeguarding within the individual agency or at a second tier management level.
If the area of conflict relates to whether a case meets the threshold for a referral or service from Children's social care, then the Early Help Assessment/TAC Implementation Officer will also be involved in this discussion.

Stage Three: Formal Dispute Procedure:
If despite following the Stage Two process the disagreement remains, the matter will be referred to an appropriate Head of Service within Specialist Children's Services, who will consider the matter with their equivalent level of management within the concerned agency who is in dispute.

The purpose of escalating the dispute to this level is to reach a position where differing professional opinions have been taken into account and efforts made to explore whether the dispute has arisen through lack of clarity or understanding in the professional dialogue. Ultimately a decision will need to be reached where agencies agree a way forward where the interests of the child take precedence over a professional stalemate.

Stage Four: Where Disagreements Remain:
In the unlikely event that the professional disagreement remains unresolved, the matter must be referred to the Head of Safeguarding, who will determine a course of action including reporting the matter to the Safeguarding Children Board Chair.

In all cases where it has not been possible to resolve differences and/or where there may be lessons to be learned for future practice, consideration should be given to holding a multi-agency case review.

At any stage of the process, any action agreed should be fed back immediately to the second tier management staff involved and the detail of the conflict and agreements reached should be recorded on the child's file.

All disputes should be resolved in a timely way so that the welfare of the child remains paramount. In some situations, it may be required to instigate all of the stages within a short period of time or to escalate the process so that the safety of the child is not compromised.

13. Suspensions, permanent exclusions, and commissioning of Alternative Provisions

(To be read in conjunction with each school's behaviour policy)

When the school is considering suspending or permanently excluding a vulnerable pupil (BAME *Black, Asian and Minority Ethnic*, GRT *Gypsy Roma Traveller,* SEND *special educational needs and disability* or child in care or child previously in care) and / or a pupil who is the subject of a child protection plan, the headteacher will consider their legal duty of care and will take on board the needs of the child prior to making the decision to suspend or exclude. This may include speaking with the Virtual Head for a child in care or a discussion with a SEN officer for those on an EHCP *education, health and care plan*. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to exclusion with support from the MAT, governing body or Local Authority.

ELAN schools will exercise their 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)
- that the learner's rights under the Human Rights Act 1998 are considered
- Interventions will be consistent with statutory guidance School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Actions to take

- An assessment of need will 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 *must* be completed prior to convening a meeting of the governing body.

Further Local Authority arrangements can be found here check

13.1 Commissioning Alternative Provisions

In the event that a school commissions an Alternative Provision, the commissioning school will carefully consider what providers are available that can meet the needs of the pupil, including the quality and safety of the provision, costs and value for money. A personalised plan for intervention will 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 will be linked to other relevant information or activities such as EHCPs for children with SEND. The school commissioning the placement will 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 will 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 school 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 pupil. 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.

14. Children who abscond or go missing

If a pupil cannot be located within the school or its site after being marked as present in the register, staff will apply the school's lockdown procedures to prevent movement whilst staff are deployed to search the premises.

Staff will record these actions on CPOMS and share with the pupil's parents/carers.

A full debrief will be undertaken and consideration will be given for a risk assessment specific to that pupil to be put in place.

Should a pupil abscond the school site, staff will implement the following steps:

- One member of staff will follow the pupil at a safe distance and will have a means of communicating to the school.
- The school office will be instructed that the pupil has left the school site.
- The pupil's parent/carer will be contacted immediately to explain that the child has left the school site and that a member of staff is following.
- The police will be contacted and informed.

- A full debrief will be undertaken between staff, parent/carer and the pupil to look at prevention, gaps and learning. Additional risk assessments will be put in place should this be deemed necessary.

Safeguarding arrangements for pupils on an external educational visit are detailed in the Educational Visits Policy

15. Children uncollected from school

ELAN schools recognises their statutory duty to safeguard and promote the welfare of its pupils, and that this duty extends to having arrangements in place for dealing with children not collected from school at the end of the school day or school activity. The protocol for pupils that are uncollected from school are detailed in Appendix F.

16. Children Absent or Missing from Education

(To be read in conjunction with the Attendance Policy)

All staff should be aware that children have unexplained and or persistent absences from education , particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures.

These will be reported to the DSL and reviewed in line with procedures outlined under section Identifying and monitoring the needs of vulnerable pupils within this policy.

ELAN schools will follow the guidance detailed in Children Missing Education (2016) Government guidance and Children Missing Education North Somerset Policy

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or 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.

The school should hold at least 2 current contact numbers per child to ensure reasonable attempts can be made to locate missing children/ families.

17. Elective Home Education

ELAN schools will notify the Local Authority of every pupil where a parent has exercised their right to educate their child at home. The School will complete 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.

18. Respond to incidents of child on child harm.

We 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 harm can be found under section Key Safeguarding Areas.

All ELAN schools will:

- 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 harm 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 pupils to confidently report abuse. Our school has taken steps to ensure pupils know how their concerns will be dealt with as detailed in section Reporting a concern of this policy. All ELAN schools will handle initial reports of harm by:

- Ensuring the immediate safety of pupils 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.

Actions to take in relation to sexual violence and sexual harassment:

Reference to Keeping Children Safe In Education (2025) will be made in relation to taking protective action for student 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 intervention
- Referral to children's social care
- Report to the police

ELAN schools 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.

Contextual safeguarding approach to child on child harm:
All ELAN schools will minimise the risk of child on child abuse by taking a contextual approach to safeguarding, working to increase safety in the contexts in which harm can occur – this can include the school environment itself, peer groups, the online word, local neighbourhood contexts and wider society influences.

Following any incidents of child on child harm, 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.

19. Mental health and wellbeing

Schools have an important role to play in supporting the mental health and wellbeing of pupils. 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.

ELAN schools 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 pupils. This colleague will have sufficient training in mental health and safeguarding for them to carry out their role effectively.
- Ensure that pupils can report and share concerns in line with section Reporting a concern of this policy.
- 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 pupil who is displaying acute mental health distress. This may require support from emergency services via 999 if the leaner 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
- The setting will communicate and work with the pupil 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 – DSLs and the senior leadership team will be able to access specialist advice through targeted services or through their locality. The North Somerset Emotional Health for Children and Young People guide highlights services in our area.

Contextual safeguarding approach to mental health
ELAN schools will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for pupils to identify when they may need help, and to develop resilience.

The setting will take a 'whole school approach' to:
- deliver high quality teaching around mental health and wellbeing on the curriculum.
- having a culture and environment that promotes mental health and wellbeing;
- making sure pupils and staff are aware of and able to access a range of mental health services;
- supporting staff wellbeing
- being committed to hearing the voices of parents and pupils with relation to mental wellbeing

20. 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.

It is essential that all staff undergo safeguarding and child protection training including online safety annually, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This should be included as part of the induction for new staff. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.

Key areas of online safety ELAN schools consider 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

ELAN schools are 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
- Ensuring that pupils understand the negative impact of misinformation, disinformation and conspiracy theories when learning about online safety risks.

- 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

ELAN's policy on the use of mobile smart technology is available via the ELAN ICT and Online Safety Policy

All staff, visitors and contractors are also expected to abide by the ELAN Acceptable Use Policy including the use of mobile phone in school.

Appendix A - Types of Abuse and Neglect

Abuse is defined as a form of maltreatment of a child. Somebody may abuse, neglect or exploit 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 staff should be aware that abuse, neglect and exploitation 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 disproportionally 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 2025).

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.

Abuse and Neglect

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-needing behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation

- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated safeguarding lead and or deputy.
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s/carers
- Act in a way that is inappropriate to their age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved as a victim or alleged perpetrator of domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby sometime referred to as non-mobile child
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Mongolian Blue Spot: Bruising in non-mobile children is rare and may indicate abuse or neglect. Birth marks, especially Mongolian Blue Spots, can mimic bruising. Mongolian Blue Spot can be identified (see below), however if in any doubt as to the cause of the bruise refer to **Southwest Child Protection Procedures** local authority guidance and consultation.

- Areas of skin hyperpigmentation – flat, not raised, swollen or inflamed
- Not painful to touch
- Usually present at birth/ develop soon afterwards
- Will not change in shape or colour within a few days
- Normally uniform blue/ grey in colour across the mark
- Common in African, Middle Eastern, Mediterranean and Asian children
- While most occur at the lower back and buttocks, they can appear anywhere (e.g. back of shoulder or limb). Scalp/ face rarely affected
- Can be single/ multiple, vary in size, but mostly few centimetres diameter
- Gradually fade over many year

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.
There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.
The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate, or no attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and any actual or perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education.

Bullying, Prejudice and Racist Incidents

Our policy on hate crime incidents is set out separately and acknowledges that repeated incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist/hate crime incidents and report them to the Local Policing Team and in addition consider the role of SARI (Stand Against Racism and Inequality) to support our school community.

North Somerset Identity Based Bullying Form

Radicalisation and Extremism

The Prevent Duty for England and Wales (2023) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is the promotion or advancement of an ideology based on violence, hatred, or intolerance, that aims to:

1. Negate or destroy the fundamental rights and freedoms of others; or
2. Undermine, overturn or replace the uk's system of liberal parliamentary democracy and democratic rights; or
3. Intentionally create a permissive environment for others to achieve the results in (1) or (2).

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal, or dangerous.

School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in the Appendix section.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The school governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted by

dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Indicators of vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn, or replace the uk's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results in (1) or (2).

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Prevent duty ensures schools and colleges have 'due regard' to the need to prevent people from being draw into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

The Prevent Duty can be accessed via this link. (School specific para's 141-210)

https://www.gov.uk/government/publications/channel-guidance

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological, or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

How does it affect children?

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse are at risk of significant harm.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

Contact: https://www.nextlinkhousing.co.uk/northsomerset/

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.

Refuge: https://www.refuge.org.uk/

Exploitation (including Child Sex Exploitation – CSE, Child Criminal Exploitation – CCE & County Lines)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and /or access to economic or other resources. The abuse could be linked to an exchange for something the victim perceives that they need or want and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and adults or children (who themselves may be experiencing exploitation). The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims are exploited even when the activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. The experience of girls who are criminally exploited can be different from boys, the indicators may not be the same and both boys and girls that are being criminally exploited may be at higher risk of sexual exploitation.

Any concerns that a child is being or is at risk of being sexually or criminally exploited should be passed without delay to the DSL. We aware there is a clear link between regular school absence/truanting, CSE and CCE. Staff should consider a child to be at potential CSE/CCE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the appropriate Local Authority Assessment tool (currently the Sexual Exploitation Risk Assessment Form - SERAF) on all occasions when there is a concern that a child is being or is at risk of being sexually or criminally exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually or criminally exploited. If the DSL is in any doubt, they will contact the Children's Front Door or seek a no-names consultation with a social worker.

https://nsscp.co.uk/core-procedures

School staff should be aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. Therefore, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

School includes the risks of sexual and criminal exploitation in the PHSE and RSE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE/CCE, including online, and knowing how and where to get help.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual or criminal exploitation.

Signs include:

- Going missing from home or school
- Regular school absence/truanting
- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations

- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing other forms of acquisitive crime or threatening/committing serious violence to others

County lines is a term used to describe gangs and organised criminal networks involved in the exporting of 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 being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate, and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

Child Sexual Explotation is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17-year-olds who can legally consent to have sex.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

For further information on signs of a child's involvement in sexual exploitation: Child sexual exploitation: guide for practitioners

For further information on County Lines: Criminal exploitation of children and vulnerable adults: county lines guidance

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms, and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

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

4 types of procedure:
Type 1 Clitoridectomy – partial/total removal of clitoris
Type 2 Excision – partial/total removal of clitoris and labia minora
Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

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. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police .

The duty applies to all persons in our School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her, or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18, and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM identified in this section of the Appendix. Concerns about FGM outside of the mandatory reporting duty should be reported as per our school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Circumstances and occurrences that may point to FGM happening are:

- 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 that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour changes 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

Female-genital-mutilation-resource-pack GOV.uk

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the Local Authority Childrens Front Door.

Honour-based Abuse

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion.
- Want to get out of an arranged marriage.
- Want to get out of a forced marriage.
- Wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

One Chance Rule

All staff are aware of the ‘One Chance’ Rule’ in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance’ to speak to a pupil who is a potential victim and have just one chance to save a life.

School is aware that if the victim is not offered support following disclosure that the ‘One Chance’ opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

Mental Health

Staff will be aware that any child experiencing poor mental health can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Whilst school recognise that only appropriately trained professionals can diagnose mental health problems; staff are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one.

How traumatic Adverse Childhood Experiences and experiences of abuse and neglect can impact on a child's mental health, behaviour and education through to adolescence and adulthood will be covered in safeguarding awareness training and updates. If staff have a concern about a child's mental health that is also a safeguarding concern, they will share this with the DSL or deputy

When supporting children experiencing mental health difficulties school will explore resources such as:

Promoting children and young people's mental health and wellbeing

https://www.gov.uk/government/publications/education-recovery-support

DSLs should be aware of the mental health services available in North Somerset to support children and young people and how to refer to these services when thresholds are met for additional support. In North Somerset these services include Children and Adolescent Mental Health Services, Mental Health Support Teams and the School Nursing Team. DSLs should ensure that staff work collaboratively with mental health agencies to ensure that children get appropriate mental health support. This includes making onward referrals when criteria are met. Schools should follow the advice of mental health professionals to safeguard children and support their mental wellbeing.

Child on Child Abuse (including sexual violence, sexual harassment and HSB)

The DSL, Governing Body and Headteacher will take due regard to Part 5, KCSiE 2025

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of child-on-child abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Child sexual exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful sexual behaviour – children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others

- Upskirting – which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Serious youth violence – any offence of most serious violence or weapon enabled crime, where the victim is aged 0-19 i.e. Murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'youth violence' is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal that children are at risk from or involved with serious violence and crime.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- Consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery).

Preventing youth violence and gang involvement

The term child-on-child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence).

School aims to reduce the likelihood of child-on-child abuse through:

- The established ethos of respect, friendship, courtesy, and kindness.
- High expectations of behaviour.
- Clear consequences for unacceptable behaviour.
- Providing a developmentally appropriate pshe curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.
- Systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed.
- Robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose child-on-child abuse and that if they do, it is likely to be to their friends. Therefore, School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures, or allegations of child-on-child abuse in any form should be referred to the DSL using the school's child protection procedures as set out in this policy. Where a concern regarding child-on-child abuse has been disclosed to the DSL(s), advice and guidance may be sought from the Local Authority Children's Front Door and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls and sexual abuse against adults, peers or children. Staff should be vigilant to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals
- Upskirting

Developmental Sexual Activity
Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour
Can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the link below to the South West Child Protection Procedures.

Harmful-Sexual-Behaviour

Online Safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as TikTok, Instagram and Snapchat.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

School has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents.

School will also provide advice to parents when pupils are being asked to learn online at home and consider how best to safeguard both pupils and staff.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has

also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people', and 'Sharing nudes and semi-nudes: how to respond to an incident.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible.

Sexting in schools and colleges
Sharing nudes and semi-nudes: how to respond to an incident (UCKIS)

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should **not view, copy, or print** the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the Local Authority Children's Front Door and/or the Police as appropriate.

Immediate referral at the initial review stage should be made to the Local Authority Children's Front Door/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed, or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation. Such decisions will always be recorded.

In applying judgement, the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is more vulnerable than usual i.e. At risk.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern i.e. Difficult home circumstances.
- The children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or the Local Authority Children's Front Door. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedure.

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. 144.

Children with a Family Member in Custody

Children and young people whereby a family member is in custody 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 - Key Documentation, procedures and guidance

- Keeping Children Safe in Education (2025)
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education (2022)
- Working Together to Safeguard Children (2018)
- Designated teacher for looked after children (2018)
- Prevent Duty Guidance for England and Wales (Revised 2021).
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018).
- The Teachers' Standards (2013)
- Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
- Listening to and involving children and young people (2014)
- Alternative provision (2016)
- Behaviour in schools (2022)
- Children Missing Education (2016)
- School behaviour and attendance: parental responsibility measures (2013)
- Multi-Agency statutory guidance on female genital mutilation (2020)
- Promoting the education of looked-after children (2018)
- Supervision of activity with children (2012)
- Disqualification under the Childcare Act 2006 (2018)
- Education for children with health needs who cannot attend school (2013)
- SEND code of practice: 0 to 25 years (2015)
- Supporting pupils at school with medical conditions (2015)
- Use of Reasonable Force in Schools (2013)
- Searching, Screening and Confiscation Advice (2022)
- Preventing and tackling bullying (2017)
- The Equality Act (2010)
  Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023)
- Information Sharing 2024
- Filtering and monitoring standards in schools and colleges (DfE)
- The Safeguarding Vulnerable Groups Act 2006
- What to do if you're worried a child is being abused
- Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)

Appendix C - Managing a Disclosure of Abuse

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information, **remember T.E.D (Tell, Explain, Describe – use Open Questions).**
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected. 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 s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

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

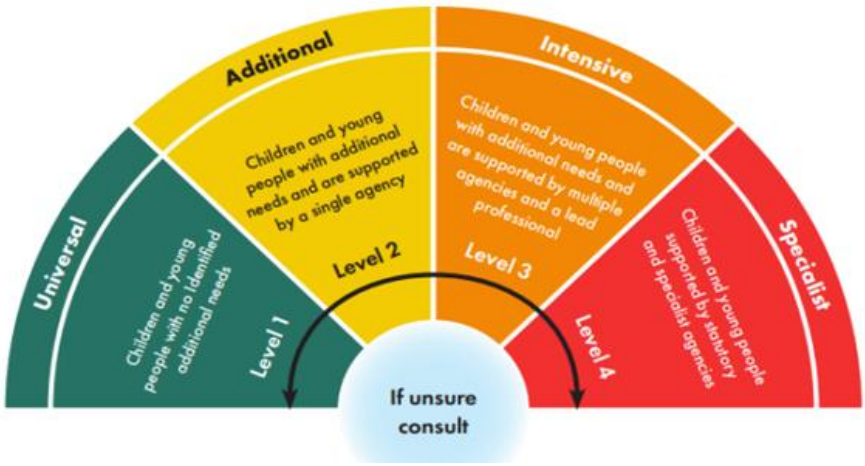
Recognise – Respond – Reassure – Refer - Record

Appendix D – North Somerset's Continuum of Need

North Somerset has developed a continuum of need along with some features we might expect to see in families across the continuum. Please view the Continuum of Need guidance for further context. 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 model in North Somerset 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 – Requesting Involvement from Children's Social Care

If you are concerned that a child is being abused, or to request support you can call: 01275 888808

The North Somerset Professional consultation line for professionals only: 01275 888690

Care Connect (General Enquiries) 01275 888801or 10275 888808

Emergency Duty Team out of hours 01454 615 165

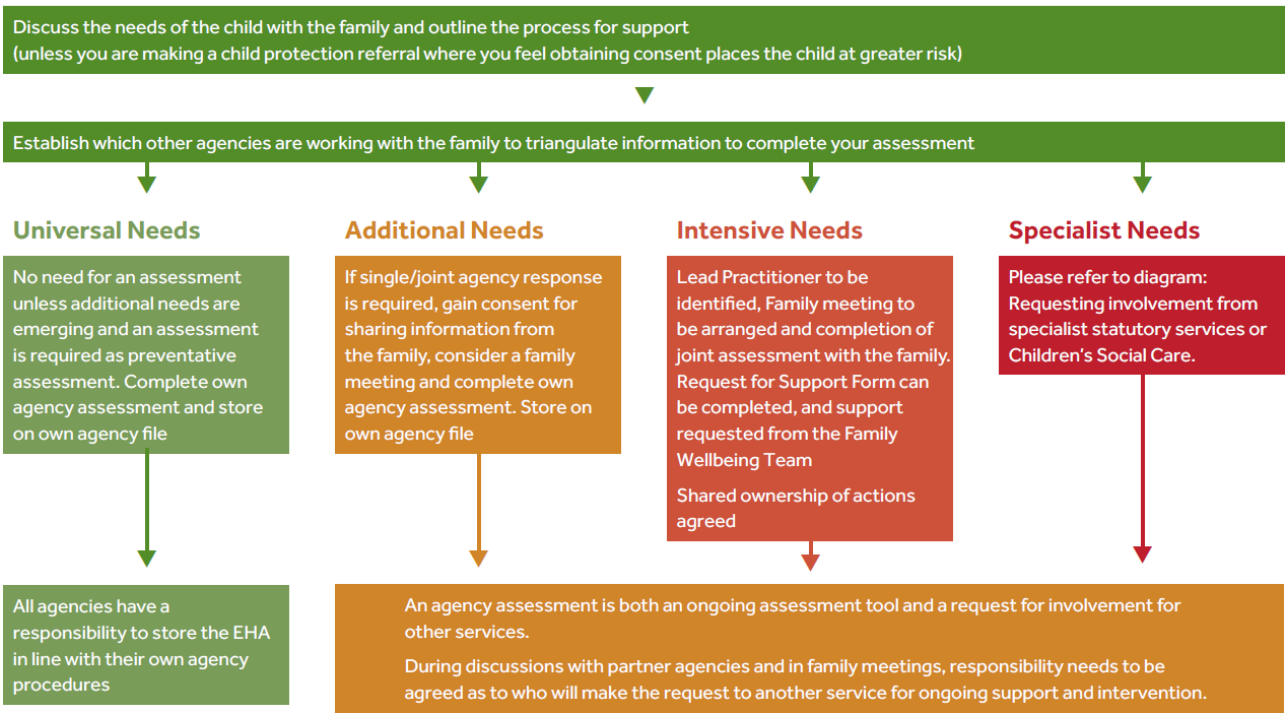
Police non-emergency 101

CAMHS emergency daily mental health response line 0800 9539599

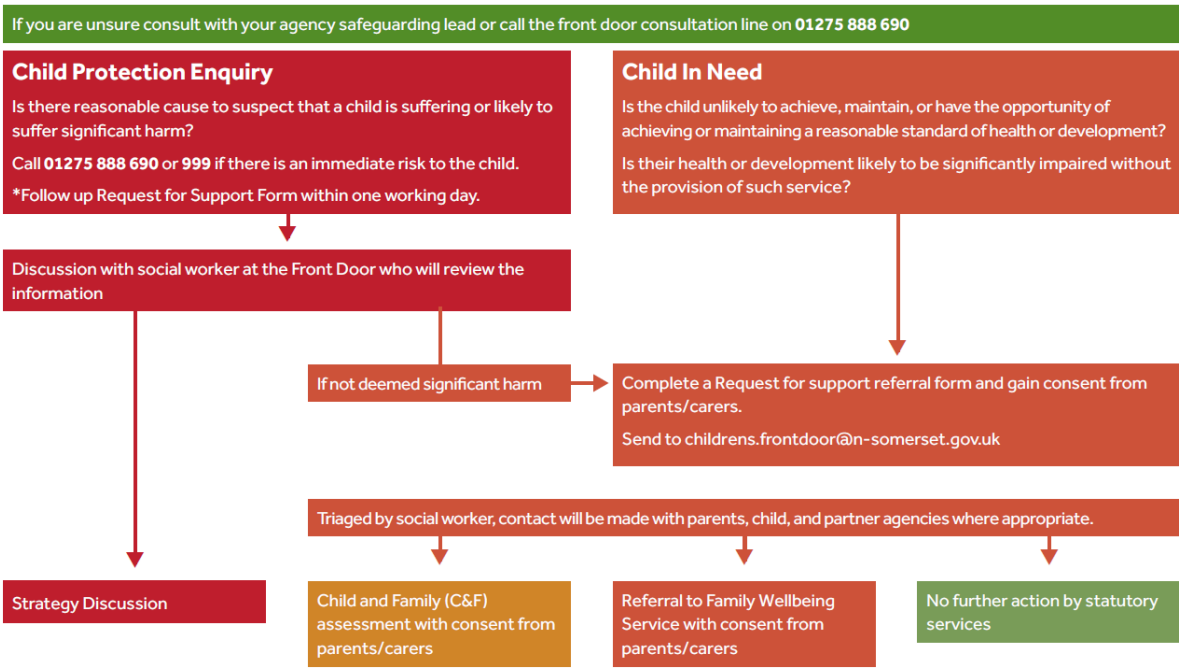
For all LADO enquiries: 07795 092 692 **lado@n-somerset.gov.uk**

NSSCP _ LADO Involvement

Assessment before the need for Specialist Statutory Support



Requesting involvement from Specialist Statutory Services or Children's Social Care



Appendix F – Protocol for pupils who are uncollected from school

1. Purpose

To outline the actions that will be taken between Schools/Educational Settings and Children's Support and Safeguarding where:

- Primary school (Key Stages 1 and 2) pupils and special school pupils who ordinarily do not make their own way home, are not collected by their parents/carers at the end of the school day or from after school clubs and activities
- Children with Special Educational Needs who are transported from school cannot be left at home due to the absence of a parent or carer (see section 6 below, Children with Special Educational Needs who are Transported from School to Home).

2. Principles

The responsibility for children who are uncollected from school rests jointly with Children's Support and Safeguarding and headteachers or Education Setting Managers, who will work in partnership to ensure at all times that the needs of the child are the first and paramount consideration.

Children who are abandoned by their parents/carers are ultimately required to be accommodated by the Council. Wherever possible and when safe to do so, children should be cared for by relatives or other closely connected persons.

The incidents of uncollected children can be minimised through up to date record keeping, clear expectations upon parents and timely and coordinated interventions.

Children will only be taken to police stations where there is no other way of ensuring their welfare or safeguarding them.

3. School/Education Setting Responsibilities

Schools will ensure that they obtain detailed records of parents/carers and of emergency contacts when pupils are admitted and these will be updated at least on an annual basis.

Parents/carers need clear guidance in respect of the circumstances under which pupils will make their own way home e.g. that Key Stage 1 children or pupils with high levels of additional needs or Special Educational Needs will only be released into the care of named adults.

Parents will be informed of the importance of collecting their children on time and of the expectation that they should contact the school or education setting as soon as it appears that they may have a problem.

Schools will make sure that telephones are answered throughout the school day and whilst any uncollected pupil may be on the premises.

Schools should not release children to a person who is not known to them or acting without the parent's authorisation. Where there is any doubt as to the identity or suitability of such a person and there is no other way of ensuring the child's safety, this will be referred to the police as an emergency.

Schools must have arrangements in place for the proper care and supervision of uncollected children, for whom they retain a duty of care until the parent/carer has collected them or they have been transferred into the care of a Council or police officer or approved carer.

If a pupil remains uncollected at the end of the school day, active steps will be taken by the school to contact the parent/carer or emergency contact by telephone.

If contact cannot be established within a further 30 minutes (or by 16.30 if this is sooner), a senior member of the school staff will contact the Referral and Assessment Service to agree upon a timescale for further actions and ultimate hand-over of the child, as appropriate.

Initial contact with the Referral and Assessment Service should take place no later than 16.30 - bearing in mind that referrals after 17.00 are directed to an Emergency Duty Team.

In order to safeguard the child and the school, it is advisable that the school deploys at least two members of staff to support this function.

If the child is being taken to an agreed venue or foster placement in preparation for their being accommodated, the school will, if practicable, leave a message at the family home about the child's whereabouts and contact numbers.

4. Children's Support and Safeguarding Responsibilities

The Children's Front Door team will be directly available to headteachers to discuss concerns about pupils who have not been collected by their parent or carer within 60 minutes of the school day ending or by 16.30; whichever is the sooner.

They will agree a timetable for further actions that may be required to secure the care of the child, should they remain uncollected and deemed to have been abandoned.

If the child does need to be accommodated, agreement will be reached as to the most suitable arrangements for the child to be collected or transported from the school to a Council office or emergency placement.
Children's Front Door team will ensure that the school has a contact number for the duty service beyond normal office hours.

Children's Front Door team will liaise with the Emergency Duty Team or police service as appropriate regarding possible follow-up contact with parents/carers out of office hours.

Children's Front Door team will consider the need for follow-up investigations where the failure to collect a child indicates ongoing parenting concerns that might fall within the Section 17 / 47 (Children Act 1989) responsibilities of Children's Services, i.e. which may indicate that the child is a Child in Need and that a Section 47 Enquiry is required.

5. After-School Activities

Where a child, who is normally collected at the end of the club or session, is not collected by a responsible person, contact will be made with the child's parent or carer or the emergency contact.

After-school clubs will obtain from parents the name of an alternative carer or emergency contact.

If the child remains uncollected 30 minutes after the end of the session (or by 16.45 for activities that are scheduled to end at 16.30) and the alternative carer is not available, the headteacher or Centre Manager will contact the Referral and Assessment Team.

For sessions that end after 17.00, the contact will be the Emergency Duty Team.

6. Children with Special Educational Needs who are Transported from School to Home

Established procedures require escorts/drivers to notify the pupil's school if they are unable to drop-off a pupil at their home or meeting point due to the absence of the parent or carer.

The school should ensure that contact telephone numbers are staffed until the end of the transport round to facilitate this communication and to be available to parents to report a problem.

The school will then contact the Referral and Assessment Team to agree actions that will be taken, should the parent/carer not be at the home or meeting point when the transport makes a second attempt to deliver the pupil.

The driver/escort will then be asked to return the pupil to the school.

Repeated failure by the parents/carers to fulfil their responsibilities will be considered under the school's Child Protection Procedures.

Appendix G – Alternative provision guidance for schools

Prior to a pupil starting at alternative provision

- Letters of safeguarding assurance must be gained from the provision by the DSL. The ELAN Quality Assurance document for that specific provision must be consulted to ensure the provider is complient in line with KCSIE 2025.
- The DSL or SENDCo must visit the provision prior to the pupil starting to ensure that the provision is **suitable and appropriate** to meet the pupil's needs.
- Any concerns regarding risk and safety must be reported to the school DSL (who will then report it to the CEO) and then reported to the Local Authority Lead for SEND/AP.

Attendance

- Attendance lead must be notified of provision start and finish times.
- Attendance lead must contact AP daily regarding the pupil's attendance and gain any reason for non attendance by calling the AP or checking on "I connect" or other portal used by the provision.
- Details of non-attendance must to be recorded on CPOMS.
- Calls to parents must be made by the school (as per attendance policy) when a child is absent.
- All communication must be recorded on CPOMS.
- On any regular and agreed days when the child is not in school or AP a scheduled teams call/phone call must be made to ensure the safety and wellbeing of the child. This communication must be recorded on CPOMS.

Allocation of pupil work by the school

- Work must be allocated by the school to the family for any period of time the pupil is not in school and not at the alternative provision.

Ongoing monitoring

- The safeguarding lead must regularly view I connect/online portal reports or have weekly communication with the AP regarding progress/behaviour/parent communication.
- Any communication with the alternative provision must be logged on CPOMS.
- DSL/DDSL/SENDCO/class teacher must visit the AP at least once per half term to check on the provision, child and their work progress.

Communication and recording

- All communication/visits or monitoring must be logged on CPOMS.
- Parental communication must be logged on CPOMS.
- Concerns must be discussed directly with AP and recorded on CPOMS.
- Any referrals must be contributed to jointly with the AP and stored on school CPOMS, even if the referral is submitted by the alternative provision.
- CPOMS logs must evidence that the school has clear knowledge of the child's progress and safety and has maintained/are maintaining regular communication with providers and parents regarding the child whilst they are educated offsite at a different provision.

Appendix H – DSL safeguarding report to the governing body

Safeguarding report for ……. School

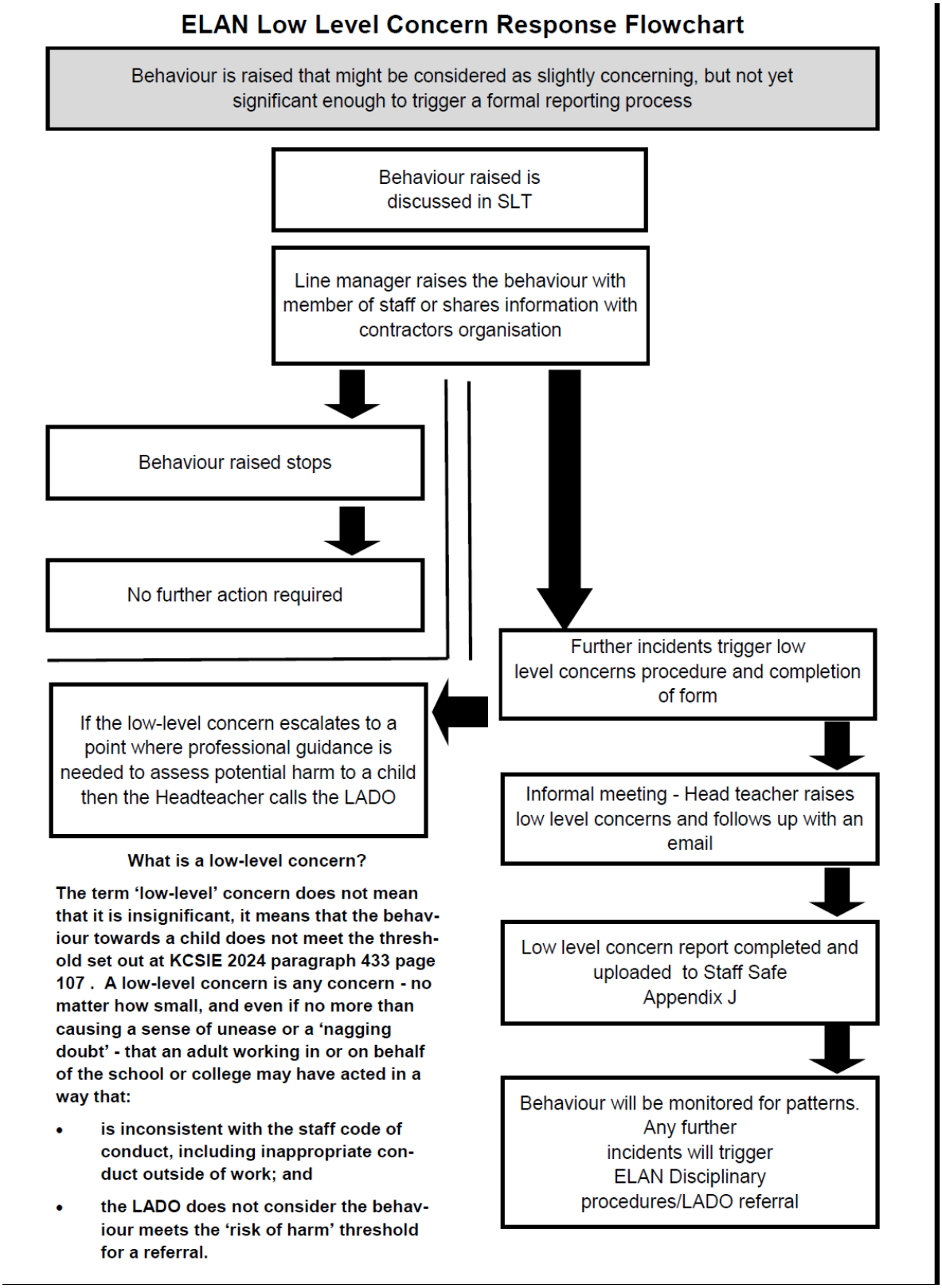
Numbers within vulnerable groups as at last meeting date:		**Numbers within vulnerable groups as at this meeting date:**	
	Number of pupils		**Number of pupils**
Children in Care		**Children in Care**	
Number of pupils Subject to Safeguarding within the categories as follows:		**Number of pupils Subject to Safeguarding** within the categories as follows:	
Neglect		Neglect	
Physical abuse		Physical abuse	
Emotional abuse		Emotional abuse	
Sexual abuse		Sexual abuse	
% of roll subject to safeguarding	**%**	**% of roll subject to safeguarding**	**%**
Child in Need		**Child in Need**	
School based support/help		**School based support/help**	
North Somerset Council Family Wellbeing/Early Help Support		**North Somerset Council Family Wellbeing/Early Help Support**	

Other Reporting as at last meeting date:		**Other Reporting as at this meeting date:**	
Number of discriminatory incidents e.g Racist, Homophobic, Gender based		Number of discriminatory incidents e.g Racist, Homophobic, Gender based	
Number of online safety incidents		Number of online safety incidents	
Number of Physical Interventions		Number of Physical Interventions	
Child on Child Abuse:		**Child on Child Abuse:**	
Allegations of bullying		Allegations of bullying	
Online bullying		Online bullying	
Up-skirting by children		Up-skirting by children	
Gender based violence between children		Gender based violence between children	
Sexual violence/harassment between children		Sexual violence/harassment between children	

Number of social care referrals awaiting decision	
Any calls made to the LADO	
Staff/governor training updates	
Any specific risks to children within the school	
Any trends to note	

DSL report of actions, updates or events for the governing body e.g. CPOMS Attendance Alternative Provision

Appendix I – ELAN low level concern response flowchart



Appendix J – Low level concern recording form

Individual reporting details	
Name of person reporting	
Role of person reporting	
Date of incident being reported	
Date incident reported to school	
Details regarding individual who concern is about	
Name	
Role	
Details of concerns	
Details of children and young people involved	
Name	
Safeguarding Actions	
Actions taken	
Next steps	