



Extend Learning
Academies Network

Safeguarding and Child Protection Policy

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7.0	July'2023	Safeguarding Network Sarah Edwards	Annual review. In lieu of no North Somerset Policy being produced for 2023/24 ELAN Safeguarding Network have scrutinised and adapted from existing policy. Updated against KCSIE23. New sections added: 7.External contributors/visiting speakers to school ; 8.Use of school premises for non-school activities; 13.Children who abscond or go missing. New section added

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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	Mrs. Heidi Neal-Millar HR Lead	Mrs. Charlotte Resuggan		01934 313390
Banwell Primary School	Mrs. Claire Pocock	Mr Paul Davis Mrs Mo Parker	Mrs Joan Gilbert	Mr Paul Davis	01934 822498
Bournville Primary School	Mrs. Fiona Bennett	Mrs. Marie Berry Mrs. Helen Wright Mrs. Amy Corlett	Mr. Mark Beamish	Mrs. Amy Corlett	01934 427130
Locking Primary School	Mrs. Roxanne Simpson	Ms. Sharon Ledbury Mrs Kate Evans Mrs Sian Fox Mrs Abby James Mrs Michelle Channon	Mrs. Victoria Beamish	Mrs. Roxanne Simpson	01934 822867
Mead Vale Primary School	Mrs. Jo Jaloszynski	Mrs. Rebecca Perry Mrs. Julie Bonney Mr. Dan Watkins Mrs. Zoe Brown Mrs. Kelly Combstock	Mr. Mark Beamish	Mrs. Rebecca Perry	01934 511133
Mendip Green Primary School	Mrs. Lorraine Young	Mr. James Oakley Mrs. Sarah Handcock Ms. Victoria Walton Mrs. Ashleigh Melhuish Mrs. Kerrie Neate Mrs. Emma Parkins	Mrs. Tania Ribeiro	Mr. James Oakley	01934 513791
Milton Park Primary School	Mrs. Andrea Flourentzou Bell	Mrs Katharine Jordan Mrs Laina Pettifor Mrs Julie Backler	Mr. John Sutton	Mrs. Julie Backler	01934 624868
Oldmixon Primary School	Mr. Steve Davis	Mrs. Corrina Sutton Mrs. Dawn Palfrey Mrs. Karen Hynes Mrs. Lindsay Avci	Mr. Chris Leeson	Ms. Mandy Martin	01934 812879

Walliscote Primary School	Ms. Oriole Harris	Mrs. Sarah Stacey Mrs. Heidi Hudd	Mr. Steve Christian	Ms. Oriole Harris	01934 621954
Windwhistle Primary School	Miss. Robyn Gibb	Mrs. Jenny Adams Mrs Caroline Madely	Ms. Laila Barker	Mrs Caroline Madely	01934 629145

(Information correct as at July 2023)

This policy was approved by the Trust Board on 4 July 2023 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. Definitions

Safeguarding is defined as:

- Protecting children from maltreatment;
- 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.

2. 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 (2023)** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
 - **Guidance 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.

3. Equalities Statement

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

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

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](#).

4. Overall Aims

This policy will contribute to the safeguarding of pupils at ELAN schools by:

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

5. Professional Expectations, Roles and Responsibilities

5.1 Role of all staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2023). Those working directly with children will also read Annex B. Those who do not work directly with children will have the option of reading Annex A instead
- 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; 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.

5.2 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).

5.3 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;
- **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;
- **Manage 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.

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

5.4 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 (2023, Part 3);
- Each school will maintain a Single Central Record of relevant pre-employment checks as per Regulations detailed in KCSIE 2023;
- A member of the school’s senior leadership team is appointed as the DSL;
- 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;
- 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 (2023, Part 2)

5.5 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. 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) 2023**.
- 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, 2023).
- 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.

7. 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.

8. Creating a Safeguarding Culture

8.1 Safer Recruitment and Selection

ELAN pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2023; Part 3)

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking 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 2023 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.

8.2 Use of reasonable force

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

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance ([Use of Reasonable Force in Schools 2013](#); [Reducing the need for restraint and restrictive intervention, 2019](#)).
- There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.
- Where children are likely to require restraint or physical contact, the school will draw up a risk assessment and this will be agreed by parents/carers

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

8.3 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.

8.4 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.

8.5 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.

8.6 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.

9. 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 Officer (CEO).

The headteacher/Chair of Governors should report the concern to **the Local Area Designated Officer (LADO) - 01275 888211 - lado@n-somerset.gov.uk**
All allegations must be managed in line with the statutory guidance in Part 4 of KCSIE 2023 and the school whistleblowing procedures.

10. 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](#).

11. 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 (2022; 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. Whistleblowing Procedure - Responding to Concerns

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

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. 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 2022, 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

3. Low level concerns

This should be read in conjunction with the staff code of conduct and Keeping Children Safe in Education (2023, Part 4). A low-level concern is not insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

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

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

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

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

- Reports should be made to the headteacher. 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.

4. 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.

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.

5. Involving Parents and Carers

In general, the DSL will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent before making a referral to another agency. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

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

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.

10. Private Fostering Arrangements

Where schools become aware that a pupil (a child under the age of 16 or 18 if disabled) may be in a private fostering arrangement/ is provided with care and accommodation by someone who is not a close relative, for longer than 28 consecutive days in that person's home, they will raise this, in the first instance, with the DSL. The school will notify the local authority in writing of the circumstances via Duty.intake@n-somerset.gov.uk. Once notified, the local authority will check that the arrangement is suitable and safe for the child and assess the child's circumstances.

11. 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 of 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.

12. 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

12.1 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.

13. 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

14. Children uncollected from school

ELAN schools recognise 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](#).

15. Children Absent or Missing from Education

(To be read in conjunction with the Attendance Policy)

All staff should be aware that children being absent from school or college, 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.

16. 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.

17. 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 \(2023\)](#) 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 world, 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.

18. 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 learner is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies such as GP, CAMHS, Kooth, Off the Record
- 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

19. 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
- 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 or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

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

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

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

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

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

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

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

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

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

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

The abuse may be perpetrated by an individual or groups, males or females, adults or children.

It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and can be facilitated in-person or wholly online.

Gangs and youth violence

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

Serious Violence

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

Drugs

As part of school's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (Health and Wellbeing/Healthy Schools) and to support the Government's drug strategy (2017). Our school will support students by providing information, advice and support via the curriculum and give students the confidence, resilience and risk management skills to resist risky behaviours and recover.

The Department of Education and Association of Chief Police Officers have provided [Drug Advice for Schools](#) to support this aim.

Schools also have the power to search pupils for drugs where there is a belief this student is in possession of criminal property. Searches should be appropriate and consider key learning points from Child Q case review.

Radicalisation

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

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

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

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

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

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

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel Guidance](#).

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

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

Honour Based Abuse

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

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

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

Female Genital Mutilation (FGM)

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

Professionals in all agencies, individuals and groups from the wider communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential risk indicators which are detailed in the [Multi-agency statutory guidance on female genital mutilation](#) issued by the home office.

Whilst all staff should speak to the designated safeguarding lead (or deputy) in regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police via 101 (KCSIE 2022). This should be completed in consultation with the DSL but the responsibility of reporting lies with the staff member who identified the concern.

Faith abuse

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

Child-on-Child Abuse

Child-on-child Abuse includes:

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

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

Sexual Violence and Sexual Harassment

Sexual Violence and harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exists on a continuum and may overlap, it can occur online and offline (both physical and verbal) and is never acceptable. It is important that **all** children involved are taken seriously and offered appropriate support. A child should never feel that they are causing a problem by reporting child-on-child sexual abuse.

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

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

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

All staff should be confident of their response to child-on-child abuse as detailed in the trust's/school's Child-on-Child abuse policy, Behaviour policy, Safeguarding and Child Protection Policy and Anti-Bullying policy.

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

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

The curriculum should enable children and adolescents to understand what constitutes a healthy relationship, consent and tackle gendered stereotypes.

Online Grooming and Sexual Abuse

Online grooming involves the use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to) engage in sexual activity, produce sexual material/content, force a child to look at or watch sexual activities, encourage a child to behave in sexually inappropriate ways or groom a child in preparation for sexual abuse (either online or offline).

It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

Child and Adolescent Mental Health

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

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Good mental health and resilience are fundamental to our children's physical health, relationships, education and to achieving their potential. The school should promote positive self-esteem and tackling behaviours such as bullying that can impact a young person's self-esteem. Pastoral care should be available to those with mental health concerns as well as staff being aware of pathways for young people to Early Help and CAHMS.

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

Fabricated or induced illness (FII) or Perplexing Presentations

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

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

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

Homelessness

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

Children and the Court System

A child may at some point experience the court system for a number of different reasons this may include being a witness to a crime or it could be as a result of childcare arrangement being made in the Family Court. Whatever the reasons it is important the child is supported through this process.

Information on how to support children in the court system can be found in Keeping Children Safe in Education pg. 144.

Children with a Family Member in Prison

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

Appendix B - Key Documentation, procedures and guidance

- Keeping Children Safe in Education (2023)
- What to do if you're worried a child is being abused: advice for practitioners (2015)
- 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 (2022)

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.

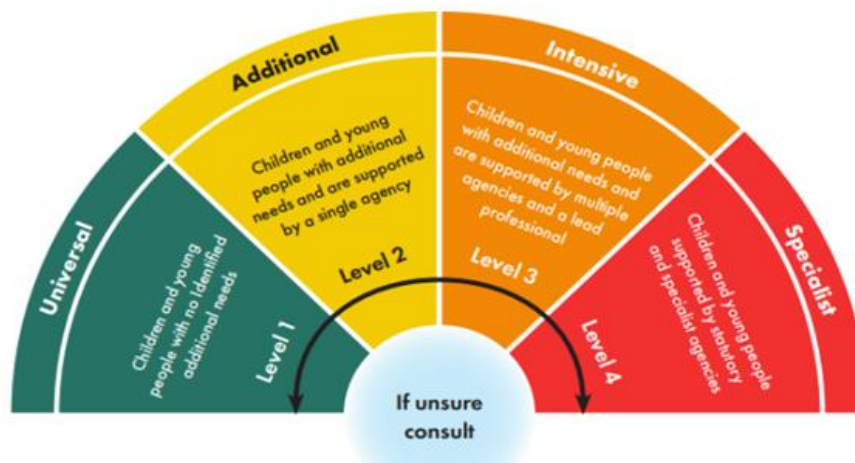
Recognise – Respond – Reassure – Refer - Record

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 have concerns about a child who lives in **North Somerset** contact:

Front Door to Family Wellbeing and Children’s Social Care

General Enquires

For information about referrals made, or to speak with a specific social worker

01275 888808

Consultation and Advice Line

All enquiries from Professionals in relation to Child Protection

01275 888690

Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm

01454 615165

Out of hours/Weekends

Need clarity on telephone numbers and a poster/ flowchart about reasons to call each line, happy to create with support.

Remember in an emergency please ring **999**

For further details on North Somerset Children Safeguarding Partnership policies and procedures, visit their website [here](#)

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/carers 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.

7. Escalation

The standard [Child Protection escalation procedures](#) will apply where disputes arise in respect of individual cases.

Appendix G – 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