



**Bath & North East Somerset
Community Safety & Safeguarding Partnership**

**Model Safeguarding and Child Protection Policy for
Schools in B&NES**

September 2024 - 2025

**This updated policy is to be read in conjunction with the
South West Child Protection Procedures that can be found [HERE](#) and the
[BCSSP](#) website.**

DRAFT Newbridge Primary School

Child Protection and Safeguarding Policy

This policy is available on request from the school office. We inform parents and carers of this policy when their children join our school.

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B&NES Council

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Key contacts	2
PART A – Core Operational Duties & Policies	
1 Summary	4
2 Introduction	5
3 The Management of Safeguarding	5
4 Safeguarding Children	9
5 Child Protection Procedures	10
6 Early Years Settings within Schools	14
7 Safer Recruitment	16
8 Safe Practice and Conduct	19
9 Health and Safety Risk Assessments	23
PART B – Additional Safeguarding Policies	
B1 Non collection of children	25
B2 Missing from education and home educated	26
B£ Alternative Provision	26
B4 Child on Child Abuse	26
B5 Harmful sexual behavior, sexual violence and Harassment Policy	27
B6 Prevention of radicalization	28
B7 Mandatory reporting of Female Genital Mutilation	29
B8 Online Safety	29
B9 Children in care, previously a child looked after and care experience	30
B10 Children with Special Educational Needs or Disabilities	30
B11 Safeguarding Vulnerable groups	30
B12 Contextual safeguarding for young people	31
B13 Mental Health	32
B14 Opportunities to teach safeguarding	33
B15 Other relevant safeguarding policies	34
Appendices	35
Appendix 1: Child Protection Definitions and Indicators	
Appendix 2: Safeguarding children monitoring/incident form	
Appendix 3: Managing Allegations Referral Form	
Appendix 4: Schools central checks record	
Appendix 5: School safeguarding checklist	

1. Summary

1.1 Keeping Children Safe in Education (KCSIE) is statutory guidance that schools in England must have regard to when carrying out their duties to safeguard and promote the welfare of children.

1.2 It is essential that everybody working in Newbridge Primary School understands their safeguarding responsibilities. The Governing Body should ensure that those staff who work directly with children read Part One of the KCSIE guidance. The Governing Body and Clerk should read Parts 1 and Part 2.

1.3 The Governing Body, working with their senior leadership team and especially their designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of the full version of the document. This is entirely a matter for the school and will be based on their assessment of which guidance will be most effective for their staff to safeguard and promote the welfare of children.

The full version of KCSIE can be found here: [Keeping Children Safe in Education \(DfE 2024\)](#)

1.4 This model policy was revised in September 2024 to reflect the changes in national guidance following the publication of revisions to Keeping Children Safe in Education 2024. This guidance is statutory as of 1st September 2024 and schools must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

1.5 In accordance with the guidance, the Governing Body should ensure that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

2. Introduction

2.1 The purpose of Newbridge Primary School safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Provide help and support to meet the needs of children as soon as problems emerge
- Protect children and young people at our school from maltreatment, whether that is within or outside the home, including online
- Prevent impairment of our children's and young people's mental and physical health or development
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care
- Take action to enable children and young people at our school to have the best outcomes

2.2 This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the whole school staff and volunteers. All staff should be aware of systems within school which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse
- Behaviour Policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- The Code of Conduct
- Safeguarding response to children who go missing from education, within the Attendance Policy.
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- Copy of Part One Keeping Children Safe in Education (2024) and should be signed to say it has been read and understood
- Annex A, condensed version of Part one of KCSiE (DfE 2024). It can be provided (instead of Part One) to those staff who do not directly work with children
- Health and Safety Policy and associated risk assessment
- Online Safety Policy which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

3. The Management of Safeguarding

3.1 B&NES Children's Services

The Directorate includes Specialist and Targeted Children's Services; Safeguarding and Quality Assurance services and Education services; they are responsible for:

- Coordinating the delivery of integrated children's services within B&NES, including an early help service
- Providing statutory social work services under the Children Act 1989 and the Children and Social Work Act 2017; Working Together 2018; Keeping Children Safe in Education 2024 and all associated guidance and other relevant legal frameworks
- Providing the maintained schools with advice, support and guidance, model policies and procedures, training in relation to all aspects of safeguarding children
- Dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- Taking responsibility for those children who are not in education, including children who are known to be home educated
- Sharing with the designated safeguarding lead if a child has a social worker. This information should be used to inform decisions in the best interests of the child's safety.

3.2 Governing Body

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

- The school has the following policies in place and these are regularly monitored, reviewed and updated where necessary: this policy, Whistle Blowing, Code of Conduct, Medical Needs, Attendance, Online Safety and Medical Needs, Behaviour and Anti-Bullying.
- Safeguarding policies and procedures covering Early Help and child protection that are consistent with B&NES Safeguarding Children Board procedures (and B&NES internal policies if a maintained school), reflects whole school approach to child-on-child abuse and reflects reporting systems
- A Staff Code of Conduct policy including policies covering staff/pupil relationships and communications and staff use of social media
- A procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present
- A behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice based and discriminatory bullying)
- Health and Safety policy and associated risk assessments
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from Early Help services and statutory services and that children's plans are implemented and monitored.
- There is a nominated governor with responsibility for liaising with B&NES on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the Headteacher.
- A senior member of staff is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after and previously looked after children and that this person has received appropriate training for their role.
- Staff receive a thorough induction, including on the school approach to safeguarding, as soon as possible after joining and at most within seven days of their start date. Staff are given copies of all relevant safeguarding and child protection policies including the staff code of conduct policy and are required to read them
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school and there are robust whistleblowing procedures in place
- Steps are taken to ensure parents and pupils are aware of the school safeguarding and child protection policies and procedures
- Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep

themselves safe, including on-line

- The school has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis. Making a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, is a legal duty. Failure to refer when the criteria are met is a criminal offence.
- At least one member of the governing body has undertaken accredited safer recruitment training.
- All staff receive safeguarding and child protection training at least every 3 years and receive regular updates (eg: via email, e-bulletins and staff meetings) as required, but at least annually, from the designated safeguarding lead to ensure they remain up to date with new legislation and current local and national safeguarding issues.
- As part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning
- Whilst considering the above training requirements, the governing body should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils
- The school has procedures in place to deal with allegations made against other pupils.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children, and there is a robust system in place for gaining feedback from pupils. This will be gauged appropriate to the pupil's age and needs,

3.3 Equalities Statement

The Equality Act 2010 requires that schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). The school will be conscious that pupils with protected characteristics may be more at risk of harm due to disproportionate vulnerabilities and will carefully consider how these pupils are being supported.

The school will, when proportionate, take positive action to deal with the disadvantages affecting pupils with a particular protected characteristic in order to meet their specific needs.

Guidance can be found at:

[Equality Act 2010: advice for schools](#)

[Equality Act guidance | Equality and Human Rights Commission and Newbridge Primary School](#) also adheres to the principles of and promotes anti-oppressive practice in line [with The Human Rights Act 1998](#).

3.4 Headteachers

Headteachers should ensure:

- That the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse, neglect or exploitation), are understood, and followed by all staff
- That staff are inducted thoroughly and have read all the schools' safeguarding and child protection policies, behaviour policies and the Children Missing from Education Policy so that they are fully aware of their role in safeguarding children and are able to fully implement policies
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals to B&NES Children's Services
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers

- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff
- The school offers a safe environment for staff and pupils to learn, and for children who may have concerns to report them
- The school curriculum details how children are educated to be safe and to recognise and stay safe from abuse
- Safeguarding issues are brought to the attention of the Governing Body, via the Safeguarding Governor.

The Headteacher is responsible for liaising with the Local Authority Designated Officer (LADO) about all allegations against a person in a position of trust. The Headteacher will, where it is necessary, complete a referral to the LADO in respect of allegations made and will work directly with the LADO to ensure allegations are appropriately responded to, investigated and appropriate action is taken to ensure children are safeguarded.

3.5 The Designated Safeguarding Lead

The designated safeguarding lead and the deputies take lead responsibility for safeguarding and child protection within the school and are available during school hours for staff to discuss safeguarding concerns.

The school staff have the mobile numbers of the safeguarding leads, for any concerns outside of school hours.

It is for individual schools to decide whether they choose to have one or more deputy designated safeguarding leads. Any deputy (or deputies) should be trained to the same standard as the designated safeguarding lead.

The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

The designated safeguarding lead (and their deputies) will:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with safeguarding partners and work with agencies in line with Working Together to Safeguard Children. The National Police Chiefs Council (NPCC) - When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do provide advice and guidance for staff on child welfare, safeguarding and child protection issues and complete Request for Service forms
- Liaise with staff and manage referrals to relevant agencies such as B&NES Children's Services, the Channel Panel, the Police and the Disclosure and Barring Service (DBS). Keep the Headteacher and the board of governors informed of on-going safeguarding and child protection issues and ensure the school safeguarding and child protection policies are up to date and consistent with B&NES Safeguarding Children Board policies and that policies are reviewed annually
- Ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them
- Attend regular training (in line with BCSSP requirements), including Prevent awareness and Exploitation training, Child Protection Forums meetings hosted by B&NES in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices
- Provide regular updates received from B&NES Council and BCSSP to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by B&NES at the Child Protection Forum meeting and safeguarding trainers via BCSSP bulletins; designated safeguarding leads will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings)
- Have an awareness of those children who may be in need, young carers and children who have special educational needs / disabilities and liaise with the SENDCO when considering any safeguarding action for a child with special needs
- Liaise with the designated teacher for LAC/Post LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child

- Oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes
- Ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 3 years and receive regular updates (eg: via email, e-bulletins and staff meetings) as required, but at least annually
- Ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved
- Ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools to enable continued support to the child on transfer.

3.6 Working with Parents and Carers

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils. The school will:

- Make parents aware of the school statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school website or on request
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- Consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers
- Provide advice and signpost parents and carers to other services and resources where pupils need extra support
- Make this policy available on the school website, or a paper copy to be obtained from the school office.

Additional guidance

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

3.7 Multi-Agency Working

The school will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2024.

The school recognises its vital role in safeguarding school-age children and will co-operate with the B&NES Community Safety & Safeguarding Partnership (BCSSP) to ensure joint working with partner agencies in order to improve outcomes for children in B&NES. Governing bodies and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow the BCSSP arrangements.

Working Together to Safeguard Children is very clear that all schools (including those in multi-academy trusts) in the local area should be fully engaged, involved, and included in safeguarding arrangements.

The school should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

The school should allow access to children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment

3.8 Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance

of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

4. Safeguarding Children

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

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

The school will refer to B&NES thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

[Threshold for Assessment](#) (Jan 2023)

All referrals for a children's social care service will be made here: <https://beta.bathnes.gov.uk/report-concern-about-child>

Parental consent for referral must be sought but a referral will be made regardless of consent being given in cases where the child is deemed to be at risk of significant harm.

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

4.1 Early Help Cases

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

- Children with disabilities and additional needs, including those with special educational needs
- Young Carers
- Children with a mental health need
- Children showing early signs of being drawn into anti-social or criminal behaviour, including gangs, county lines and organised crime
- Children who have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Children who are frequently missing/going missing from education, home or care
- Children who are misusing drugs or alcohol
- Children at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Children who have a parent or carer in custody, or are affected by parental offending
- Children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse
- Children who have returned home from care
- Children who show early signs of abuse or neglect
- Children at risk of radicalisation or being exploited
- Children at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Privately fostered children.

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

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

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

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

Reference should also be made to the [Neglect Toolkit](#)

Referral for Statutory Social Work Service.

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the designated safeguarding lead or their deputy. Following consultation, the designated safeguarding lead should decide on whether to make a request for service to B&NES Children's Services via the Triage Team.

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

The Triage Team will inform the school of the outcome of any referral within 24 hours of receipt.

5. Child Protection Procedures

5.1 Role of school

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

[Working together to safeguard children](#) (DfE 2023)

[What to do if you're worried a child is being abused](#) (DfE2015)

[The South West Child Protection Procedures](#)

[Keeping Children Safe in Education](#) (DFE 2024)

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

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

5.2 Recognition

Staff have a responsibility to identify those children who are suffering from abuse, neglect or exploitation and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead. Staff should refer to **Appendix 1** for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm. Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the duty social worker on a no-names basis.

Concerns may be monitored over time and recorded on the monitoring/incident form shown at **Appendix 2**. At Newbridge Primary School My Concern is used as a secure data-base to record concerns.

5.3 Dealing with Disclosures

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

- Listen to what is said without displaying shock or disbelief and accept what the child is saying
- Allow the child to talk freely
- Reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to B&NES Children's Services
- Reassure the child that what has happened is not their fault and that they were right to tell someone
- Not ask direct questions but allow the child to tell their story
- Not criticise the alleged perpetrator
- Explain what will happen next and who has to be told
- Make a formal record and pass this on to the designated safeguarding lead.

5.4 Referral to Children's Social Care

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

Referral should be made online [HERE](#)

Urgent child protection referrals will be accepted by telephone but must be confirmed in writing immediately via the correct form.

Where there is any doubt about whether the concerns raised meet the threshold for a child protection referral, the designated safeguarding lead may discuss the case on a "no names" basis with a social worker from the Triage Team or the Link Worker assigned to the school to obtain advice on how to proceed.

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

If the child already has an allocated B&NES social worker, the referral should be made directly to them. You do not need to complete another Request for Service form an email can be sent directly to the allocated social worker copying in their line manager also. If the child lives outside B&NES, a referral should be made to their home local authority.

All referrals will be acknowledged by the Triage Team within 24 hours.

If the school does not think the child's situation is improving within a reasonable timescale following referral, this should be taken up with Children Services via the designated safeguarding lead. [BCSSP Escalation Policy](#).

5.5 Attendance at case conference and core groups

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

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

- A report will be provided for all child protection case conferences and a hard copy shared with the parents carers for the child in advance of the report being provided to the safeguarding administration team. The Safeguarding Administration Team should receive all reports for Initial Child Protection Conferences no later than two working days before the conference and for Review Conferences, five working days before.
- Where possible, a member of staff who knows the child best, such as a class teacher will be nominated to attend
- Failing that, the designated safeguarding lead or their deputy will attend
- If no-one from the school can attend, the designated safeguarding lead will speak with the Independent Chair ahead of the conference and ensure that a report is made available to the conference or meeting which will include a recommendation as to the need for a child protection plan.

5.6 Monitoring

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

- Monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead and this will be shared in preparation for the conference or with the social worker if needed separately to the conference.
- The completed monitoring information will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings
- The designated safeguarding lead will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing and will report to other Council staff as required.

5.7 Records

Child protection records relating to pupils are highly confidential and are recorded on My Concern; a secure safeguarding data base.

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

Records include:

- What the concerns were
- What action was taken to refer on concerns or manage risk within the school
- Whether any follow-up action was taken
- How and why decisions were made
- Who was notified of the concerns.

Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.

The monitoring/incident form must be completed:

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

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

Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste; this will be done in accordance with the record retention policy. Confidentiality and Information Sharing

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. 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 safeguarding and promote the welfare and protect the safety of children.

Schools should use the [DfE's data protection guidance](#) to help school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

All information must be shared in line with national and local procedures:

[BCSSP Information Sharing Protocol](#) (updated 2023)

[Information Sharing](#): Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

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

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

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

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

Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the Triage team on a "no names" basis to gain advice on whether this course of action should be taken. All schools have an appointed Link Person, who is based within the Triage Team who can be contacted for advice if necessary.

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

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

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from B&NES Children's Service

6. Early Years Setting within Schools

6.1 Legal and Policy Framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school must meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related [statutory guidance](#).

6.2 Safeguarding and Child Protection

All safeguarding and child protection policies listed in sections 4 and 5 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

- Parents and carers are asked to switch off mobile phones if they are coming into the school building and when entering the school site.
- Parents are generally prohibited from taking any photographs of children in the school setting but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared
- Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose
- Staff only use personal mobile phone during breaks/at non directed time
- Ofsted will be notified in the event of an allegation of serious harm or abuse by any person working in the early years setting.

6.3 Suitable People

The school will follow the Safer Recruitment Policy set out in section 7 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 7 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the B&NES Policy "Guidance of the management of an allegation against a member of staff" as referred to in section 7 of this document.

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

6.4 Staff training, skills and supervision

The school will ensure that:

- All staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy
- All policies set out in section 8 of this policy will apply equally to early years staff
- All early years staff receive supervision from the EYFS phase leader, at a designated time, that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- All early years staff are able to communicate effectively in English both orally and in writing
- A member of staff who holds a current pediatric first aid certificate is available on the school premises at all times and accompanies children on school trips
- Early Years staff will liaise with parents to provide individual support for the child.

6.5 Staff Ratios

The school will ensure that:

- Staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe
- Children are kept within staff sight and hearing at all times.
- Class sizes will be limited to 30 pupil in EYFS and Key Stage 1
- For before and after school provision, schools will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

6.6 Health

The school will:

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

6.7 Health, safety and suitability of premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed and where necessary, control measures implemented to reduce the level of risk of harm to children and others.

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

6.8 Managing Behaviour

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

[Behaviour in Schools \(DfE 2022\)](#)

7. Safer Recruitment

7.1 General Principles

The school recognises safer recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable to do so and do not pose any kind of risk to children. The school will follow the Keeping Children Safe in Education guidance (DfE 2024). The school will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors and those involved in the management of an independent school, in accordance with statutory requirements.

No staff member, volunteer, governor or anyone involved in the management of an independent school will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.

Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 7.4).

All job advertisements and application forms will clearly state that the role is one in which safeguarding is of prime importance and that applicants will be expected to agree to undergo DBS and other checks as part of safer recruitment practices.

As part of the shortlisting process, schools should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks.

Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools will take up the safer recruitment training offered through B&NES Children's Services or any other accredited training provider.

Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.

School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.

Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.

In schools, the Headteacher will be responsible for keeping a single central record of all staff and volunteers who work at the school.

In schools, the Headteacher will be responsible for keeping a single central record of all staff that provides education to children.

The single central records should include details of all checks carried out and the outcome of these checks or any certificates obtained in the format shown at appendix 3.

Where the school has salaried trainee teachers, the school will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.

For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.

Where staff are recruited via third parties such as employment agencies, the Headteacher and/or the board of governors will:

- Seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
- Request written confirmation of the outcome of all checks
- Request written confirmation that an enhanced DBS certificate has been received by the agency
- Check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

7.2 Checks to be taken out

The school will verify the following information for all new staff:

- The applicant's identity must be verified to ensure the person is who they claim to be, being aware of the potential for an individual to change the name, best practice is checking the name on their birth certificate, where this is available. A passport or other photographic ID and proof of address must be provided.
- All schools providing childcare must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on TRA Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system
- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role
- The school will keep copies of the following documents on staff personnel files:
 - Documents used as proof of identity such as passports or driving license's
 - A summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
 - Documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

BE AWARE OF THE FOLLOWING GUIDANCE:

[Criminal Records Checks for Overseas Applicants](#) [Employing overseas trained teachers from outside th](#)

7.3 References

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

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

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

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

7.4 DBS Checks

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

Enhanced DBS checks which include barred list checks will be taken out on individuals who are involved in regulated activity.

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:

a) Teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children

Work for a limited range of establishments (known as 'specified places', which include schools), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

b) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional

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

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the Headteacher or governor.

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

7.5 Volunteers

When deciding whether a volunteer is sufficiently supervised to be taken out of regulated activity the criteria set out in Statutory guidance: Regulated Activity (children) - supervision of activity with children which is regulated activity when unsupervised will be applied

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

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

The school will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.

Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.

All volunteers will be fully inducted in relation to all school policies and procedures.

7.6 Governors and independent school management

The school will take out an enhanced DBS check on governors but a barred list check will only be taken out if the individual governor will be carrying out a regulated activity within the school.

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

7.7 Alternative Education Provision

Whenever the school places a pupil with an alternative education provider, the school will obtain written confirmation of the provider's safeguarding and child protection policies and ensure that appropriate safeguarding checks on individuals working at the establishment have been carried out.

8. Staff practice and conduct

8.1 Induction and Training

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

- Safeguarding and Child Protection Policy and procedures
- Behaviour Policy
- Staff Code of Conduct
- Attendance Policy

- Health and Safety policy.

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

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

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviour can be associated with factors outside the school 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 harm takes 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.

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

School staff and governors will receive multi-agency safeguarding training provided by the BCSSP at the relevant level.

As well as basic safeguarding training, the designated safeguarding lead and their deputies will receive specific training on their role and other relevant multi-agency training courses provided by the BCSSP.

School staff will also receive training on the use of the Single Assessment Framework assessment and referral process as part of their safeguarding training.

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

8.2 Conduct and safe teaching practice

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

The Headteacher will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

Staff will be expected to follow the school social media policy in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. All staff and volunteers will sign an acceptable use agreement before being given access to the school computer system.

8.3 Providing intimate or personal care to pupils

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

Schools must have a written policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed:

- Staff should follow any agreed school policy or practice when providing intimate or personal care
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen
- Parents should be notified if intimate care has been provided
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.
- When children are changing, levels of supervision should be appropriate to the pupil's age
- Staff should avoid any physical contact unless a child needs help
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

8.4 Behaviour management, physical intervention and restraint

The school will put in place a behaviour management policy in line with government guidance and any use of physical intervention and restraint will be linked to the implementation of the school's behaviour policy.

The school will use physical intervention and restraint only in line with the school policy and the child's specific plan.

Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found at:

[Behaviour and discipline in schools - Publications - GOV.UK](#) [B&NES policy on physical intervention and restraint](#)

Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property.

Decisions on when to use physical intervention is a matter of professional judgement, and any intervention or restraint should be proportionate, reasonable and necessary to the perceived risk and should continue only for as long as the risk remains. Should such an intervention be required the school should record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

8.5 Music Tuition

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- Ensure they behave in an appropriate manner and maintain professional boundaries at all times
- Only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed
- Make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why
- Ask the child's permission first and respect their wishes
- Ensure that the pupil is always nearest the door in the room so that their exit is not blocked
- Not to share musical instruments in particular woodwind or brass on grounds of health & safety
- Report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken
- Strongly suggest that all tutors keep a written record of every lesson
- Never travel alone with children in a car
- Seek permission from parents before contacting children by mobile phone, for instance to rearrange a lesson or rehearsal, and use home telephone contacts wherever practicable.

The school should:

- Carry out a risk assessment around providing music tuition. This should include:

- Providing rooms/spaces that are adequately safe and open locations where the teacher can be easily observed by others, for example a door with glass in it
- Passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly
- Sharing information with tutors regarding any needs the student might have which will affect their learning
- Let parents know when they arrange tuition what level of physical contact may take place as part of the activity
- Record any reported incidents or issues and deal with these within the framework of the school own policies
- Make sure music tutors are aware of the school safeguarding and staff conduct policies prior to starting.

8.6 Allegations against staff

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then the school will follow the Managing Allegations Against Staff or Volunteers protocol set out in the South West Child Protection Procedures. Contacting the Local Authority Designated Officer within one working day of an allegation being made. The LADO can be contacted by email on LADO@bathnes.gov.uk and the referral form can be found [HERE](#)

Allegations against Staff of Volunteers

This guidance should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers, has:

- 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.

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

All allegations in relation to staff members will be referred to the Headteacher; allegations against the Headteacher will be referred to the Chair of Governors.

Please use the form **Appendix 3: Managing Allegations Referral Form** to make a referral

A 'low level concern:

Allegation/concerns that do not meet the harms threshold are referred to as 'low level concerns'.

A 'low level concern' will be managed by the school safeguarding team. Low level allegations will be recorded in a secure electronically stored document.

The policy and processes will apply to contractors, supply and agency staff and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.

Records on individuals will also be reviewed in order that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

We will make this aware to all staff and in line with our Staff Code of Conduct and Guidance's around Safer Working practices and promoting safe cultures in schools.

8.7 Whistleblowing

The school fosters a culture of openness and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

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

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

To contact the LADO please email LADO@bathnes.gov.uk or Tel: (01225) 396810

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

- B&NES Education Transformation and School Improvement (01225) 394364
- The Ofsted whistle-blowing line on 0300 123 3155
- The NSPCC whistleblowing helpline on 0800 028 0285.

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

Individual schools should refer to separate policies and procedures, which should cover the following areas:

- Relationships with pupils/positions of power and trust for the purposes of the Sexual Offences Act 2003
- Expected guidance on professional and personal standards of conduct and behaviour
- Confidentiality
- Duty of care
- Contact and communications with pupils and parents, including appropriate physical contact, home visits, email and other electronic communications
- Behaviour management and use of restraint
- Dealing with allegations
- First aid
- Administration of medications
- Providing intimate or personal care
- Photography and videos
- Alcohol and drugs

9. Health and Safety and Risk Assessments

9.1 Responsibility for health and safety

The governing body and Headteacher will ensure that there is a robust Health and Safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any Health and Safety Policy adapted by the school will be based on the [government guidance](#) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

Day-to-day responsibility for health and safety issues in the school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

Mr. Dave Clark
Site Manager
Contact via the school office/01225 421675

9.2 Risk Assessments

The school will identify hazards and manage risk through the use of risk assessments. These will be carried out:

- On an annual basis as a minimum, or whenever there are any changes to the school environment or school practices and work activities
- For all school trips
- For pupils travelling between locations during the school day
- For all work-based learning or work experience placements
- When a pupil who has been excluded for risky or violent behaviour is returning to the school
- Following any serious incident.

9.3 Working with aggressive and violent parents

Where schools are working with families who are known to services and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the Headteacher and the designated safeguarding lead and the information shared with B&NES Children's Services

9.4 Site security and visitors

The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.

The Headteacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.

Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Headteacher will request written confirmation that relevant checks have been carried out for that individual.

All visitors and contractors will be:

- Informed to report to reception on arrival
- Expected to provide proof of identity
- Expected to wear a name-badge or carry some form of identification at all times when on the school premises
- Suitably supervised by school staff at all times
- Made aware of school health and safety procedures.

The Headteacher and the board of governors will ensure that any contract entered into with contractors sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.

Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact, they will have regarding pupils.

9.5 Use of school premises by other organisations

The school will only allow use of the school premises by other organisations schools outside of school hours for the purposes of providing supplemental schooling if:

- The schools' articles of trust or other incorporating document allows this
- The organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values
- The organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks

- The following reasonable and due diligence checks are taken out on the organisation by the school
- An internet search on the organisation e.g., charities commission
- Checks with B&NES Children's Services – LADO
- Checks with local Police

9.6 Monitoring and review

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Headteacher and the board of governors will ensure that:

- All school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the Headteacher and governing body
- The school conduct regular health and safety monitoring of the school premises with the inclusion of a health and safety governor/governor representative
- Risk assessments and control measures are regularly reviewed at least annually, or when there is a change to the school premises, environment or work activities
- The school keeps a central record of all accidents and incidents including what action was taken and by whom
- Staff are aware of their responsibility to record accidents and incidents
- The Headteacher has an overview all accidents/incidents
- Serious accidents and incidents are reported to the board of governors
- The designated safeguarding lead ensures a high standard of recording of all concerns held about children
- All accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action
- All aspects of health and safety are regularly monitored

Part B: Additional safeguarding policies and procedures

B.1 Non-collection of children from school

The school will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents in EYFS and Key Stage 1 will be asked to notify the school in advance if collection arrangements change, giving details of the person authorised to collect the child. The school will also ensure that the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

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

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

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

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

B2 Children who are missing from education or home educated

Schools need to be aware of those children who have unexplainable and/or persistently absences from education or are missing from school as this may be an indicator of welfare concerns.

If a child has not attended school, without good reason, for a period of 10 school days, consideration will be given to informing B&NES Children's Social Care and the Attendance and Welfare Support Service, of the school's concerns. The school is committed to working with parents and carers and all reasonable steps will be taken to ascertain the child's whereabouts and safety.

If these services are not able to support the school's concerns, then it will be deemed reasonable and necessary for the school to contact the police to undertake a welfare check.

Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Parents should be asked to provide contact details for at least 2 or more people who can be contacted in the event that a child does not attend school. Schools should refer to B&NES Children Missing from Home, Care and Education Settings Protocol for further details.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- The AWSO EHE Co-ordinator must be notified of all decisions.
- If the child is already known to B&NES Children's Services, their allocated social worker should be notified immediately
- If the child is not known to B&NES Children's Services, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to B&NES Children's Services.

B3 Alternative Provision

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

The school are responsible for the quality assurance of the provision and ensure effective oversight is had.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

Commissioners of alternative provision should have regard to the following guidance documents:

Alternative Provision Statutory Guidance

Education for children with health needs who cannot attend school

B4 Child on child abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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).

All staff should be clear as to the school policy and procedures with regards to child on child abuse. Where a pupil's behaviour is likely to cause significant harm to other pupils, for example but not limited to, bullying, cyberbullying, upskirting, physical violence or initiation rites, the school will refer the perpetrator and the victim to Children Services who may hold additional information on the children.

Where the harm is attributable to harmful sexual behaviour or sexual harassment, the school will follow the B&NES Harmful sexual behaviour protocol

B5 Harmful sexual behaviour, sexual violence and harassment policy

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

The school will follow the statutory guidance [Sexual violence and sexual harassment](#) between pupils and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.

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

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

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

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

Procedures

The school will ensure there is a robust response to all incidents and will follow the procedures set out in Part 5 of the Keeping Children Safe in Education 2024 statutory guidance.

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

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

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

Decisions on responses will be based on the harmful sexual behaviour risk assessment and thresholds set out in the [B&NES Harmful sexual behaviour protocol](#). The designated safeguarding lead may take advice from Duty social workers before making a decision. Possible outcomes include referral to Early Help Services, B&NES Children's Services or the police, or managing the matter internally under school behaviour policies.

Where a referral will be made to B&NES Children's Services or the Police under the protocol, the designated safeguarding lead will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.

The school will take any necessary action to continue to safeguard the victim and other pupils within the school environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and B&NES Children's Services investigations to take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.

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

Sexual violence is defined as any act which is an offence under the Sexual Offences Act 2003, including rape, assault by penetration or sexual assault without the consent of the victim.

Sexual harassment is defined as unwanted sexual conduct likely to violate the victim's dignity and/or make them feel intimidated, degraded or humiliated or create a hostile, offensive or sexualised environment. This includes making sexual comments or jokes, physical contact such as touching or interfering with clothing or displaying sexual images. It also includes online harassment.

When dealing with incidents, the school should ensure that the written report of the incident contains objective facts and sets out clearly the next steps to be taken, with the views of the victim clearly recorded.

Schools should be aware of their equality duty as victims of sexual violence and harassment are more likely to be female but should follow the same procedures and ensure the same level of response for incidents involving male pupils or incidents where victim and perpetrator are the same sex.

Cases may be managed internally by the school without referral to other agencies where the incident involves low-level concerns and is a "one-off" occurrence where there is no further risk to the victim or other pupils

Schools should give careful thought to the day-to-day management of risk and support for the victim, taking into account the victim's views when considering practical issues such as separating the victim and perpetrator. However, schools must be able to justify any measures taken and that they do not interfere with the educational opportunities of either party.

Schools need to ensure that staff and governors are able to take up training and support offered by B&NES around relationships and child on child abuse and how these messages should be delivered within the PSHE curriculum. Sexual violence and harassment will also be addressed in general, whole-school safeguarding training delivered by B&NES, with designated safeguarding leads receiving more intense training in view of their role.

B6 Prevention of radicalisation

Under Counter-Terrorism and Security Act 2015, the school has a duty to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism." This is known as the Prevent duty.

Designated safeguarding leads (and deputies) and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#) (especially paragraphs 141-210)

Protecting children from being radicalised and drawn into terrorism should be part of a schools/college's safeguarding approach. Radicalisation is defined as the process of a person legitimising support for, or use of, terrorist violence.

The DfE have published guidance around possible indicators that a child is at risk of radicalisation into terrorism – [Managing risk of radicalisation in your education setting \(updated 2023\)](#)

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionally which may include the designated safeguarding lead (or a deputy) [making a Prevent referral](#)

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

Schools should always be a safe space for young people to explore new ideas and perspectives and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to Channel Panel is being considered the school should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

Statutory guidance on Channel is available at: [Channel guidance](#) and [Channel training from the Home Office](#).

Where a school has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, the school will follow the [B&NES guidance](#).

The school designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from Children Services or the B&NES Prevent Lead (01225) 396364

B7 Mandatory reporting of Female Genital Mutilation (FGM)

The school will follow the [statutory guidance on FGM](#) in order to safeguard girls who are at risk of FGM:

Where a pupil makes a disclosure of FGM, the school will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the B&NES guidance.

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the designated safeguarding lead before any action is taken.

B8 Online Safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies should ensure appropriate filters and appropriate monitoring systems are in place.

As part of its duty to provide a safe learning environment and ensure pupils know how to remain safe online, the school will implement the recommendations of model schools' online policy available at: <https://swgfl.org.uk/resources/online-safety-policy-templates/>

The school will ensure that information and processes to raise awareness of online safety and cyber security for all staff, children and parents is available and there is a whole school approach to online safety.

The sending of Indecent Images from one child to another through Digital Media Devices, including nudes and semi-nudes.

In the latest advice for schools (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18.

This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse and we will refer this to the police as a matter of urgency.

This school will respond to a child sending indecent images as a safeguarding concern. The DSL/Senior Leadership Team will seek advice from the police and will consider a referral into children's services.

We will use the following guidance to help:

[DfE Guidance: Teaching online safety in schools](#) [Gov guidance Sharing nudes and semi-nudes](#)
[Sexting in schools: responding to incidents](#)

B9 Children in Care, previously a child in care and those with care experience (care leavers)

The school recognises that children in care, children previously in care and those with care experience are particularly vulnerable due to their status and their pre-care experiences.

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

Schools should be aware of the new duty to promote the education of children previously in care; these are defined as children who have left the care system as a result of adoption or a special guardianship order. It is recognised that these children may face the same difficulties and have the same vulnerabilities as looked after children.

Schools should also consider the potential vulnerability of relevant children; these are children who under the Leaving Care Act are children who are aged 16-17 and who were but are no longer in care.

Many young people in care within B&NES who are aged 16 and 17 may be living in semi-independent accommodation and are particularly vulnerable to a wide range of safeguarding issues and it is imperative that the designated safeguarding lead links with the designated Child in Care teacher where safeguarding concerns are raised.

B10 Children with special education needs or disabilities (SEND)

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

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. The school will follow the B&NES guidance.

B11 Safeguarding vulnerable groups

The school is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, B&NES Children's Services or other agencies in order to overcome problems or keep them safe.

The school will adhere to the following policies in order to respond to the needs of these vulnerable groups and referrals into B&NES Children Services need to be made:

- [Children at risk of forced marriage](#)
- [Domestic abuse and/or sexual violence](#)

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

The school acknowledges the [Domestic Abuse Act, 2021](#) and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

Schools should also be aware that the definition of domestic abuse now includes victims aged 16 and 17 years old and that these victims should be referred to B&NES Children Service for a service in their own right.

- [Privately fostered children](#)

Schools have a legal duty to notify B&NES Council of any pupil they know to be privately fostered. Schools should notify B&NES Triage team of any private fostering arrangements that come to their notice.

- Young carers

If schools have concerns about a pupil, they believe to be a young carer, they can contact B&NES Children Service for advice and can refer the pupil on for services and support.

B12 Contextual safeguarding for young people

The school is aware that as young people become more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school or from their own peer group.

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g.; they believe they are in a genuine romantic relationship.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

The school will adhere to the following policies whenever there are concerns that young people are at risk from any of these issues:

Schools should also be aware that many of these forms of exploitation are linked and that going missing from home

or from education can be an indicator that young people are involved in child sexual exploitation, criminal exploitation, gang activity, modern slavery and trafficking.

- [Children at risk of sexual exploitation](#) Further information and help can be obtained from; Androulla (Andri) Nicolaou - Prevention Officer and Coordinator

Topaz Child Exploitation Team (Child Sexual & Criminal Exploitation) CSEPrevention@avonandsomerset.police.uk

- [Young people at risk from gang activity or serious youth violence](#)

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

- [Modern slavery and trafficked children](#)

The B&NES BCSSP protocol provides guidance for agencies where it is thought children have been trafficked into or within the UK or where they are vulnerable to modern slavery/forced labour.

- [Children who run away/go missing](#)

B13 Mental Health

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

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.

Further advice and guidance can be found in the following documents:

[Preventing and Tackling Bullying](#)

[Mental Health and Behaviour in Schools](#)

[Mental Health and Behaviour in Schools](#)

[Rise Above](#)

[Every Interaction Matters](#)

[Wellbeing for education recovery](#)

B14 Opportunities to teach Safeguarding

Governing bodies should ensure that children are taught about safeguarding, including online safety.

Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) is compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found [HERE](#).

Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans. <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>.

B15 Other relevant safeguarding policies

Schools can access guidance on the following policies at www.nspcc.org.uk and [Department for Education - GOV.UK](http://www.gov.uk)
 Alternative provision <https://www.gov.uk/government/publications/alternative-provision> Anti-discrimination & harassment

Attendance

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

Behaviour and discipline

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

Children missing from school

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

Complaints Drugs/substance misuse

[Drugs: advice for schools - Publications - GOV.UK](https://www.gov.uk/government/publications/drugs-advice-for-schools) Educational visits

Equality and diversity Exclusion of pupils

<https://www.gov.uk/government/publications/school-exclusion> Fabricated or induced illness

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

[Children in whom illness is fabricated or induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

Faith abuse

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

First aid and administration of medicines Supporting children with medical conditions

[Supporting pupils at school with medical conditions - Publications - GOV.UK](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions) No smoking (EYFS)

Physical

intervention

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reason](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reason_able_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

[able force - advice for Headteachers staff and governing bodies - final july 2013 001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reason_able_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

Private

fostering

Promoting British values/Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc)

SRE

UKCIS Guidance (sharing of nude and semi-nude images <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> Gender-based violence/teenage relationship abuse

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

[2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf)

[Upskirting](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf)

CHILD PROTECTION; DEFINITIONS AND INDICATORS

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child’s physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child’s emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child’s age/stage of development • Sexual risk-taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

Report for an Initial Child Protection Conference	BCSSP
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It is the expectation of Bath and North East Somerset BCSSP that all agencies will provide a written report for the conference.

Completing the Agency Child Protection Conference Report

The attached Agency Child Protection Conference Report Template should be completed by all professionals in order to provide information to the Conference. Please complete all areas where you are able to comment.

The report should be provided to, and discussed with, parents, and children when appropriate, in advance of the Conference. It is important that families do not hear new information at the Conference and it is the responsibility of **all agencies** that have relevant information to make this available to the Conference in the form of a written, legible and signed Report.

In line with local arrangements, agency representatives attending the Conference should bring sufficient copies of their report to the Conference.

Confidentiality

Information shared verbally or in writing in the Conference must only be shared outside the meeting if it is to safeguard and promote the welfare of children. Conference reports and minutes are confidential and should not be passed to a third party without the consent of the parents or order of court.

If for any reason information needs to be shared with the Conference which cannot be shared with all parties (e.g., confidential **and** sensitive health information relating to one parent), please put this information on a supplementary sheet, clearly identifying why the information is sensitive, and with whom it can be shared. It is the responsibility of the agency submitting sensitive information to ensure that the party to which it pertains has been notified of its inclusion.

If there is information that you need to be taken into account by the Conference which should not be shared with the child/family or other professionals, please discuss this with the Conference Chair in advance of the meeting.

Once the report has been discussed with the parents and their views about the report recorded, it should be submitted to the Safeguarding Administration Team if you have a secure e-mail to: safeguarding_administrationteam@bathnes.gov.uk) at least **2 working days** prior to an Initial Child Protection Conference and **5 working days** in advance of a Review Conference. These timescales are to give families sufficient time to prepare for such important meetings about their family life.

Please be aware your report may be audited as part of the BCSSP Learning and Improvement activity.

Family Information for an Initial Child Protection Conference	BCSSP
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This report will contribute to the holistic assessment of the strengths, risks and concerns of the named child at an Initial Child Protection Conference.

Initial Child Protection Conference Date:	
Conference Venue	
Reason for Conference	

Home address of Child(ren)	
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Have parents requested any of the personal information to be withheld? If so, who from? Please give details	
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Child(ren)' s Information	Surname / Forename	DOB / Gender	Ethnicity	Disability or special need	School <u>and</u> Legal Status

Others in Household	Surname / Forename inc. address	Relationship to child	DOB / Gender	Ethnicity	Disability or special need	School <u>and</u> Legal Status

Other significant people including absent parents and partners	Surname / Forename INCLUDING ADDRESS	Relationship to the child	DOB / Gender	Ethnicity	Disability or special need

Agency Report for an Initial Child Protection Conference	BCSSP
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This report will contribute to the holistic assessment of the strengths, risks and concerns of the named child at an initial child protection conference.

Children to be considered at Conference:	
Initial Child Protection Conference Date:	

Agency Information	Agency Name:			
	Agency Address:			
	Contact number:			
	Report completed by:		Signed:	
	Designation/ job role		Date report completed:	

Child or member of the family your agency is working with	Full Name:	NHS number	Date of Birth

Have parents requested any of the personal information to be withheld? If so, who from? Please give details	Yes/No
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summary of your Agencies Involvement with child/family</p>	<p>Include information which is relevant to your service, including:</p> <ul style="list-style-type: none"> • The reason for your agency’s involvement with the child/family member. • History of your agency’s involvement. • Details of services or care provided and Child/Family’s attendance and engagement. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Agency Involvement continued</p>	<ul style="list-style-type: none"> • Include information which is relevant to your service, including: Any significant events (including offences committed) during your involvement with the child or family. • Any referrals which have been made to other services, including why they were made, and if they were engaged with, • Are there any relevant actions outstanding? 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Child's profile</p>	<p>Paint a picture of each child that your agency is working with. It should provide an overview of each child's strengths and needs in respect to their development including:</p> <ul style="list-style-type: none"> • the child's aspirations and what they want to happen • health and development • behaviour • emotional • social • identity • relationships • self-care • independence and learning, important relationships 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Voice of the child</p>	<p>Provide details of your conversations/ interactions with the child and their view of their situation at home. If the baby or child is non-verbal, please include important observations, including those of their interactions with significant carers. (If there are additional supporting documents such as a drawing or piece of work, please attach this to the back of the report.)</p>	

Parent/Carers profile	<p>Comment on the physical care, safety, protection, emotional warmth, stability, guidance, boundaries and stimulation etc. each parent is able to provide to each child.</p>	
	<p>Comment on any relevant information/ key events in each parent's life including their childhood, as well as taking into consideration any specific vulnerability that you are aware of, e.g., physical and emotional health, substance misuse, domestic abuse and mental health etc....</p>	
	<p>Comment on the family's response to day-to-day life, and crisis events. Please include any indication of family's motivation to change</p>	

Support systems and wider environment	<p>Comment on wider family's history and functioning.</p> <p>Comment on factors such as their housing arrangements, employment and training, income and financial management.</p>	
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What' s working well?	Safety: Proven and tested over time – times when the risks were present and it was managed or lessened by parents or others and the child was protected.	
	Strengths: Assets, resources of family – includes capacities within the wider family, individual or community. What strengths exist relevant to the identified harm or dangers?	

Managing Risks	What are the Needs/ Risks that you have identified during your work with the family, and what impact do they have on the child/ren?	
	What action needs to be taken to reduce these needs/risks? (When and by whom? - Please make these SMART)	

	What can your agency do to help reduce these risks? (When and by whom?)	
	Outcome. What will be different for the child/ren or young people?	

If nothing changes?	What are the risks if nothing changes?	
	What action does your agency think may need to happen if nothing changes?	

Significant risk?	Comment on your agency's analysis of harm – do you believe that the identified child/children are at risk of significant harm?	
	With what you know now, in the event of a Child Protection Plan being made, what category of abuse (Emotional, Neglect, Physical, Sexual) would you envisage being appropriate and why?	

	Yes	Date report seen	No
Has this report been seen by the parents/ carers?	<input type="checkbox"/>		<input type="checkbox"/>
Has this report been seen by the child/ren / young people?	<input type="checkbox"/>		<input type="checkbox"/>

If you have not shared the report please state why not.

What are the views of the parents and/ or carers on this report?

Signed (Parent/ Carer): _____ :

What are the views of child/ren or young people on this report?

Signed (Child): _____

LADO Managing Allegations Referral Form

	Date:	
Name of Referring Organisation		
Referrer's Name and Contact Details		

What type of assistance do you require from LADO?		<i>Please choose below</i>	
Advice and Information Only	Yes/No	LADO Allegations Referral	Yes/No
Please stipulate whether you are seeking advice & information only OR making a referral. If solely advice and information you do NOT have to provide individual names/details.			

Details of Member of Staff/Volunteer against whom the allegation is being made			
Full Name		DoB	
Gender	Ethnicity	Disability?	
Employer			
Post Held		Status	
Home Address			
Previous concerns?			
Do they undertake any other employment or voluntary work outside your organisation?			

Details of Child(ren) involved			
Full Name		DoB	
Gender	Ethnicity	Disability?	
Home Address			
Parent's Name			
Child in Care?	If yes, child placed by B&NES or other LA		

Details of Alleged Incident	
Date and Time of incident	
Place of Incident	
Brief circumstances of incident – to include any precipitating factors or injuries	
Names of Potential Witnesses	
Any other agencies informed/involved?	
What was the impact on the child/young person?	

Nature of Allegation		<i>Please choose below</i>	
Category:	Physical	Sexual	
	Emotional	Unsuitable to work with children	
Was Technology involved?		If yes, what type?	

Signed by Referrer	
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Once completed please return securely to LADO@bathnes.gov.uk

Appendix 4: School Central Record

Important notes

This record should indicate what checks have been taken out for the following:

- For schools, all staff, including supply staff and teacher trainees on salaried routes, who work in school and others who work in regular contact children in school, including volunteers

Agency staff

Please give details of confirmation of checks that have been carried out by the supplying agency.

Volunteers

- Unsupervised volunteers without an enhanced DBS and barred list check should not be left alone or allowed to work in regulated activity.
- For new volunteers in regulated activity who regularly work with children unsupervised an enhanced DBS is needed with a barred list check.
- Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, schools may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns.
- For existing volunteers not in regulated activity there is no requirement for an enhanced DBS check (a school can request one but may not request a check of the barred list).
- For a volunteer not engaging in regulated activity a risk assessment should be made and a professional judgement made about the need for an enhanced DBS check.
- Supervision of volunteers – there must be supervision by a person in regulated activity, where supervision occurs, this must be regular and day to day and the supervision must be reasonable in all the circumstances to ensure the protection of children.

Regulated activity

Regulated activity (see p20 for definition) – the period condition is at any time on more than three days in any period of 30 days. ‘Frequently’ is doing something once a week or more. Work of the nature defined is considered regulated activity if done regularly; where this is the case an enhanced DBS check is needed with a barred list check.

Contractors

Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.

Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity. Schools are responsible for determining the appropriate level of supervision depending on the circumstances.

Documents and certificates

Please give details of any documentary evidence obtained as part of each check. Please note that there is no requirement to list DBS numbers. Also, to comply with the Data Protection and the DBS Code of Practice, DBS certificates should not be retained any longer than necessary. Other documents to verify identity, right to work in the UK etc., should be kept in personnel files.



Record of checks taken out and/or certificates obtained

Name	Date of service	Address	DOB	Position held/ regulated activity?	Evidence of identity: (name of person carrying out check and date of check)	Barred list check (date and name of person carrying out check)	Enhanced DBS check (date and name of person carrying out check)	Prohibition from teaching check (date and name of person carrying out check)	Prohibition from management of schools under section 128 check (independent and free schools and academies only)	Checks on persons from overseas (date and name of person carrying out check)	Checks on professional qualifications/ Certificates obtained (date and name of person carrying out check)	Checks on right to work in the UK/documents obtained (date and name of person carrying out check)	For supply staff, evidence from the employment agency that relevant checks have been carried out (date of confirmation and name of school staff checking)



Appendix 5: Schools Safeguarding Checklist

The BCSSP sends out a Safeguarding Audit for all schools every year in addition to any that schools may like to use the checklist below:

To be used by the Headteacher and governors to carry out an assessment of the school safeguarding framework

Name of school:

Address:

Headteacher:

Contact details:

Date of safeguarding assessment:

Requirement	Yes	No	Comments/action
Leadership and the safeguarding and child protection framework			
The school has comprehensive safeguarding policies covering early help and child protection and a staff conduct policy covering use of technology, relationships with pupils, communications and use of social media			
The school has agreed procedures for dealing with incidents of sexual violence and sexual harassment that are linked to the school behaviour and bullying policies			
There are agreed local procedures in place for making referrals to CSC where there are concerns about the safety and welfare of a child			
There is a designated governor with responsibility for safeguarding and child protection who has received the appropriate training			
A senior member of the leadership team has been appointed as the designated safeguarding lead and a nominated deputy to carry out the role in their absence and they have the time and resources allocated to carry out their responsibilities			
The designated safeguarding lead (DSL) and their deputy have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 2 years.			
All staff (including temporary/supply/volunteers) and governors know name of DSL and deputy and role. Their names are included in the CP Policy.			
Pupils know there are adults in school whom they can approach if they are worried			
Arrangements are in place to ensure staff can liaise with the safeguarding lead or their deputy at all times during school hours			
Policy is clear that all verbal conversations should be promptly recorded in writing			
The school promotes a multi-agency approach to safeguarding and child protection in line with <i>Working Together</i> and staff are able to attend child protection conferences and other multi-agency meetings as appropriate			

The curriculum offers opportunities for pupils to learn how to develop skills to recognise and stay safe from abuse, including online, and offers pupils guidance on healthy relationships.			
The school promotes positive behaviour and this is reflected in behaviour management strategies used; reasonable force and restraint is used only in line with legislation; use of any behaviour management strategy is tailored to the needs of the pupil and carefully monitored for effectiveness			
The school has effective policies for dealing with bullying and discrimination, including cyberbullying, sexting and inappropriate language			
There is a policy around dealing with allegations against staff and all staff are aware of the policy and know what action to take if they have concerns about another member of staff			
The school has a policy of openness and challenge and staff and pupils feel safe to raise concerns; there is a whistleblowing policy in place and all staff and pupils know who to contact if they are concerned that safeguarding issues are not being adequately dealt with by the school			
The school has an internet safety policy setting out how pupils will be kept safe online and the standards for use of technologies expected from pupils and staff including mobile devices; all pupils and staff have signed an acceptable use agreement			
The school have taken steps to implement the Prevent duty and staff are aware of how to make appropriate referrals to Channel Panel			
The school has a policy on dealing with children who harm other children and all staff are aware of what action to take under this policy			
The school seeks the views of pupils and parents with regard to safeguarding issues and all safeguarding and child protection policies are available on the school website			
Staff knowledge and Online safeguarding practice			
All staff are inducted in safeguarding arrangements in the school and have received and read all relevant policies			
All staff have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 3 years.			
All staff receive regular updates to safeguarding and child protection legislation via the designated safeguarding lead as required			
All staff are able to identify those children who may benefit from early help and are able to provide support within the school or make appropriate referrals to B&NES' Early Help service			
All staff are able to recognise the indicators of abuse and harm, can identify children who may be at risk of harm			
All staff know what action to take to refer children appropriately to CSSW where there are concerns and make timely referrals and follow up referrals where it is thought the child's situation is not improving.			
All staff are aware of their legal duty under the mandatory reporting rules for FGM and can make appropriate notifications to the police and CSC in known cases of FGM			

All staff are aware of what actions to take when a child goes missing from education or does not attend and that missing episodes are monitored; all staff are aware of the link between going missing and safeguarding issues such as sexual exploitation, criminal behaviour, substance misuse and trafficking; there are procedures in place to notify B&NES where a child is removed from the school roll in line with the local <i>Children Missing from Education</i> policy			
All staff are able to share information lawfully and appropriately and work jointly with partner agencies; parents are informed of concerns and actions taken unless this puts the pupil at further risk			
Records of concerns and referrals are up to date and timely and kept securely			
All staff receive regular supervision that enables them to raise safeguarding issues			
Risk assessments are routinely carried out to ensure the health and safety of pupils on site, on school trips and during work experience			
Pupils feel safe and are aware of how to raise concerns and complaints with a trusted adult			
Safer recruitment			
The school has a safer recruitment procedure that is in line with statutory requirements			
The school has a single central record providing details of when and by whom the following checks on candidates were taken out: <ul style="list-style-type: none"> • Identity checks • DBS/barred list checks • Prohibition from teaching/section 128 checks • Appropriate checks with overseas organisations where the candidate is from abroad • Checks to establish right to work in the UK • Professional qualifications check 			
The school has a clear system in place in line with statutory requirements for volunteers or contractors coming into the school. Enhanced DBS checks are taken out on all staff members, volunteers and governors; barred list checks are also taken out on staff, volunteers and governors who are involved in regulated activity			
The Headteacher or other member of the senior leadership team decides on whether or not volunteers, visitors or contractors require a DBS check and this decision is informed by a risk assessment; arrangements are put in place to supervise and oversee volunteers, visitors and contractors where a DBS check is not carried out and children are not left unsupervised with any individual who has not undergone a DBS check			
The school seeks written confirmation from agencies that these checks have been taken out on all agency and supply staff prior to appointment; all agency and supply staff are required to present proof of identity prior to beginning work			
A member of the governing board or senior leadership team involved in interviewing has completed an accredited safer recruitment training course			
Dealing with allegations against staff			
There is a named staff member with responsibility for liaising with the police and LADO			
Appropriate referrals are made to the DBS where staff cease to work at the school following investigation into allegations			

INFORMATION WHICH SHOULD BE INCLUDED IN THE CHILD PROTECTION POLICY			
<i>The government categories/descriptors of abuse</i>		<i>Forced marriage</i>	
<i>Roles and responsibilities of DSL</i>		<i>Gangs and youth violence</i>	
<i>Referral process including telephone numbers</i>		<i>Gender identity and sexuality</i>	
<i>Safer recruitment – accredited persons</i>		<i>Gender-based violence, including VAWG</i>	
<i>Safer working practice</i>		<i>Hate</i>	
<i>Allegations management</i>		<i>Honour-based violence – signs of</i>	
<i>Whistle-blowing</i>		<i>Mental health</i>	
<i>Bullying, including cyber-bullying</i>		<i>Missing children and adults</i>	
<i>Child sexual exploitation</i>		<i>Child on child abuse</i>	
<i>Children looked after: reference to safeguarding</i>		<i>Private fostering – duty to report to LA</i>	
<i>Children missing education</i>		<i>Radicalisation; Prevent duty</i>	
<i>Domestic violence</i>		<i>SEND: safeguarding challenges for pupils</i>	
<i>Drug concerns</i>		<i>Sexting</i>	
<i>Fabricated and induced illness</i>		<i>Teenage relationship abuse</i>	
<i>Faith abuse</i>		<i>Trafficking</i>	
<i>Female genital mutilation – signs of</i>		<i>Multi-agency public protection arrangements</i>	
<i>Duty to report FGM disclosures to police</i>		<i>Multi-agency risk assessment conference</i>	

Summary of changes (September 2024)

This model policy has been revised to reflect these changes to the statutory guidance.

Summary of changes (September 2024)

This model policy has been revised to reflect these changes to the statutory guidance.

Section	Changes
Throughout	All references to Keeping Children Safe in Education (2023) have been removed and replaced with reference to Keeping Children Safe in Education (2024)
Throughout	All references to Working Together to Safeguarding Children 2018 have been removed and replaced with Working Together to Safeguarding Children 2013
Throughout	Links updated
Throughout	References to abuse and neglect amended to include abuse, neglect and exploitation as per changes to KCSIE (2024).
2.1 and 4	Amended to reflect updated definition of safeguarding in KCSIE (2024)
3.3	Amended section to summarise school duties regarding human rights and equalities and linked to guidance.
3.6	Updated responsibilities of DSL to reflect those listed in KCSIE (2024). Added specific reference to the significant extra responsibilities required of DSLs.
4.1	Amended to reflect additional Early Help indicators referenced in KCSIE (2024)
5.8	Added clarity to school's responsibilities around confidentiality and information sharing. Added links to further guidance.
7.7	Removed links to guidance around alternative provision as covered elsewhere in the policy.
B3	Added section around alternative provision to clarify school's safeguarding responsibility to pupils placed in AP. Added links to guidance removed from previous section.
B6	Added in further information regarding Prevent duty and referrals. Added in links to guidance. Removed section around 'British values' as this was old guidance.
B10	Amended to "disabilities" rather than "special education needs and disabilities" as per KCSIE (2024).