# Inter-School
# Safeguarding policy 2026-27

| School of Christ the King | St Bernadette RC Primary | Holy Cross RC Primary School |
|---|---|---|
| Hartcliffe Rd | Gladstone Road | Dean Lane |
| Bristol | Bristol | Bristol |
| BS4 1HD | BS14 9LP | BS3 1DB |

Please note, any reference to "School" refers to all of the schools above.
This policy has been ratified by the Governing body of all 3 schools on the date noted below.

**Last reviewed:** October 2026

**Review Date:** September 2027

**Statutory policy -** Annual Review
The Constitution will be formally approved by all the members of the Governing Body on an annual basis and whenever there is an addition or departure from the Governing Body. The approval will be minuted in the formal minutes of the Governing Body.

**Source of policy**: BCC Audit

**History:** Updated to an interschool policy 2025

**Equality Statement**:
The Governing Board has considered the provisions of the Equality Act 2010 and the Public Sector Equality Duty (PSED) in the development and approval of this policy. The school is committed to eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations. Due regard has been given to the potential impact of this policy on pupils, staff, governors, parents, carers and other members of the school community who share protected characteristics.

**Details of Policy Updates - SEPT 26 updates in green.**

| Date | Details |
|---|---|
| **01/09/2020** | **Updated and re-written to reflect COVID-19, new statutory guidance Keeping Children Safe in Education, and for ease of reading** |
| **01/09/2021** | **Updated and re-written to reflect new statutory guidance issued in 2021** |
| **01/09/2022** | **Updated and re-written to reflect new statutory guidance in 2022** |
| **01/09/2023** | **Updated and re-written to reflect new statutory guidance in 2023** |

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| **01/09/2024** | **Updated and re-written to reflect new statutory guidance in 2024** |
| **01/09/2025** | **Added information from Bristol City Council guidance in 2025 around safeguarding children with a forced migration background.** |
| **12/06/2026** | **Updated to reflect the published Keeping Children Safe in Education 2026 guidance and to clarify that KCSIE 2026 comes into force on 1 September 2026.** |
| **01/09/2026** | **NEW ADDITIONS FROM SEPTEMBER 2026: Updated to reflect amendments made in the final published version of KCSIE 2026, including prejudice-based harm, revised safeguarding definitions, faith-targeted abuse, discriminatory child-on-child abuse, inclusive whole-school culture and EYFS volunteer DBS requirements.** |

**KCSIE 2026 alignment note**

This policy reflects the final September 2026 version of Keeping Children Safe in Education 2026, which came into force on 1 September 2026 and replaced the earlier information-only version. ALL SEPT 2026 CHANGES ARE IN GREEN.

**Standalone table of changes**

| **Section** | **Highlighted change** | **Reason for change** |
|---|---|---|
| Document control and KCSIE 2026 alignment note | Clarified that the policy has been revised to align with the published KCSIE 2026 guidance, which comes into force on 1 September 2026, and that KCSIE 2025 remains in force until 31 August 2026. | Ensures the document status and implementation timing are clear for governance and adoption. |
| Equalities statement | Added child-centred safeguarding wording for children who are questioning their gender, including additional vulnerabilities, DSL involvement where concerns arise, and avoiding assumptions about risk or need. | Strengthens safeguarding, equalities and proportionate response wording. |
| Role of all staff | Updated staff reading expectations for KCSIE Part one and the Part one overview; strengthened wording on early identification, exploitation, modern slavery, harmful behaviour, extra-familial harm, professional curiosity and timely information sharing. | Reflects KCSIE 2026 staff awareness and early identification expectations. |
| DSL role | Added DSL oversight of early help and Family Help involvement, including clear recording of decisions, actions, analysis, challenge and impact. | Improves assurance around multi-agency support and safeguarding record quality. |
| Governing body role | Added oversight of emerging technology risks, AI, deepfakes, image-based abuse, cyber-enabled coercion, filtering and monitoring, information security and access management. | Strengthens governance assurance for online safety and emerging technology risks. |

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| Use of school or college premises | Added expectation that safeguarding arrangements are in place when premises are used for non-school or college activities, including hirer expectations, safeguarding procedures, suitability checks and allegations arrangements. | Clarifies safeguarding responsibilities where premises are used by external users. |
| Safeguarding training | Added emerging safeguarding themes including serious violence, financial exploitation, modern slavery indicators, misogyny and technology-facilitated abuse. | Ensures training content reflects updated safeguarding risks. |
| Safeguarding curriculum | Added teaching content on healthy relationships, misogyny, harmful sexual behaviour, exploitation, scams, fraud and misuse of AI and digital tools. | Supports preventative education and age-appropriate curriculum coverage. |
| Safer recruitment and regulated activity | Added wording on determining regulated activity, proportionate DBS, barred list and pre-appointment checks, supervision arrangements, single central record updates and checks for adults supervising work experience, placements or off-site activity. | Strengthens safer recruitment and regulated activity assurance. |
| Key safeguarding areas | Added modern slavery, trafficking, servitude, forced or compulsory labour, AI-generated or manipulated intimate images, deepfakes and financial exploitation. | Reflects emerging exploitation and technology-facilitated safeguarding risks. |
| Reporting concerns | Added that children should have more than one trusted route to report concerns, including face-to-face, written and, where appropriate, digital methods. | Improves accessibility and child-centred reporting arrangements. |
| Information sharing | Added that information-sharing decisions must be necessary, proportionate, relevant, accurate, timely and secure, with rationale recorded. | Strengthens lawful, accountable safeguarding information sharing. |
| Vulnerable learners | Added that repeated removal from class, part-time timetables and emerging attendance concerns should prompt early help, safeguarding review and multi-agency discussion where needed. | Supports earlier identification of unmet need and escalating safeguarding risk. |
| Multi-agency working | Added wording on local safeguarding thresholds, early help, Family Help and prompt contribution of information and professional analysis. | Clarifies expectations for coordinated multi-agency safeguarding support. |
| Suspensions, exclusions and restrictive responses | Added that repeated removal from class, internal isolation, reduced timetables and other restrictive responses may indicate unmet need, vulnerability or escalating safeguarding risk. | Strengthens safeguarding consideration in behaviour and exclusion decisions. |

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| Alternative provision | Added assurance requirements before and during placements, including attendance monitoring, information sharing, named contacts, risk assessment, suitability of provision and safer recruitment checks. | Improves safeguarding oversight where a child is educated away from the setting. |
| Children missing from education | Added wording on unexplained absence, persistent absence, severe absence, repeated missing episodes, unknown destinations, roll changes, elective home education, local authority processes and statutory CME guidance. | Strengthens attendance, pupil movement and CME safeguarding response. |
| Elective home education | Added that EHE decisions should be considered carefully where there are safeguarding concerns, poor attendance, exploitation concerns or disengagement, with prompt sharing of safeguarding information with the local authority. | Improves risk management when pupils are withdrawn from school. |
| Child-on-child abuse | Added wording on harmful sexual behaviour, misogyny, technology-facilitated abuse, self-generated intimate images, image-based abuse and AI-generated content. | Strengthens the response to sexual harassment, sexual violence and harmful sexual behaviour. |
| Sexual violence and sexual harassment response | Added expectations on not viewing, copying or forwarding self-generated, manipulated or AI-generated intimate images unless absolutely necessary, and on recording decisions, risk assessments, support and contextual actions. | Improves safe handling of online sexual content and safeguarding decision-making. |
| Low-level concerns | Added that patterns of low-level concern will be reviewed to identify themes, culture issues, training needs or wider safeguarding weaknesses. | Supports safer organisational culture and early intervention. |
| Mental health and wellbeing | Added links between mental health concerns, absence, behaviour change, reduced engagement, caring responsibilities, online harm, unmet need, abuse, neglect, exploitation, early help, Family Help and specialist support. | Clarifies when mental health or wellbeing concerns may indicate safeguarding risk. |
| Online safety | Added AI-enabled manipulation, sexualised or humiliating image generation, fraud, coercion, impersonation, deepfakes, cyber-enabled coercion, misuse of generative tools, filtering and monitoring, information security, access management, smart technology, staff training, curriculum content and governance evidence. | Strengthens online safety governance and response to emerging technology risks. |
| Appendix C – Dealing with a disclosure | Added that staff must record the concern, actions taken, decisions made, rationale and outcome, then share this promptly with the DSL or deputy DSL. | Improves safeguarding record quality and audit trail after disclosures. |

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| Appendix D – Types of abuse and neglect | Added SEND wording on exploration, professional curiosity and safeguarding consideration, and added exploitation, harm outside the home, online harm, financial exploitation, modern slavery and technology-facilitated abuse as overlapping concerns. | Improves recognition of overlapping harms and avoids assumptions about SEND. |
| Appendix E – Topical safeguarding issues | Clarified that national guidance is summarised rather than reproduced, referenced KCSIE 2026 Annex A for further information and KCSIE 2026 Annex B for the role of the DSL, and added a decision-making prompt covering immediate safety, early help or Family Help, statutory referral, police or agency information sharing and safeguarding recording. | Makes topical safeguarding guidance clearer and more practical for staff. |
| Harm Outside the Home / Safer Connections | Added that the setting will contact Safer Connections for inter-agency support, consultation and advice about HOtH and contextual safeguarding strategies to improve safety for vulnerable learners. | Strengthens local multi-agency support arrangements for contextual safeguarding. |
| Harm Outside the Home / offensive weapons guidance | Added cross-reference to local offensive weapons guidance, including *Offensive Weapons in Education Settings: Guidance for Education Settings* and *Weapons in Schools: What should schools do?*. | Links weapons concerns to CCE, serious youth violence and contextual safeguarding. |
| Serious youth violence | Added indicators of serious violence and expectations for recorded safeguarding assessment, safety planning, contextual risk, information sharing and review of siblings, peers and locations. | Supports earlier identification and coordinated response to serious violence risk. |
| Prevent duty | Added that Prevent concerns will be managed through wider safeguarding arrangements, with DSL oversight, local referral pathways, information sharing, early intervention and consideration of wider safeguarding needs. | Clarifies Prevent as part of safeguarding practice and referral decision-making. |
| Multi-agency contacts – Safer Connections | Clarified that named child or immediate safeguarding concerns should follow the relevant safeguarding referral route rather than the Safer Connections consultation route. | Helps staff distinguish consultation routes from urgent or statutory referral routes. |
| Multi-agency contacts – online safety | Added that urgent online safety concerns where a child is at immediate risk should be referred to police or children's social care without delay, while professional advice routes should be used where there is not immediate risk. | Clarifies immediate safeguarding action versus advice and consultation routes. |
| Document status | NEW ADDITION FROM SEPTEMBER 2026: Confirmed that the final KCSIE 2026 guidance came into force on 1 September 2026 and replaces the July information version. | Makes the status of the guidance and policy clear. |

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| Prejudice-based harm | NEW ADDITION FROM SEPTEMBER 2026: Added that racism, faith-based prejudice and other prejudice-based harm can be safeguarding concerns and should be reported to the DSL. | Reflects the final KCSIE 2026 emphasis on recognising prejudice-based harm. |
| Safeguarding definitions | NEW ADDITION FROM SEPTEMBER 2026: Confirmed that the setting will use the final September 2026 KCSIE definitions and update staff briefings, training and policy references where needed. | Ensures local policy and training use the final statutory wording. |
| Faith-targeted abuse | NEW ADDITION FROM SEPTEMBER 2026: Added the potential impact of racism and faith-targeted abuse on children's welfare, safety, belonging and emotional wellbeing. | Strengthens recognition and response to faith-targeted harm. |
| Child-on-child abuse | NEW ADDITION FROM SEPTEMBER 2026: Added discriminatory behaviour to the examples of child-on-child abuse and clarified that concerns must be taken seriously. | Reflects the expanded wording in the final KCSIE 2026 guidance. |
| Whole-school culture | NEW ADDITION FROM SEPTEMBER 2026: Added an expectation to promote an inclusive and anti-discriminatory culture and challenge discriminatory behaviour. | Supports a preventative, whole-setting safeguarding culture. |
| Safer recruitment: EYFS volunteers | NEW ADDITION FROM SEPTEMBER 2026: Added that the required enhanced DBS certificate must be obtained before an EYFS volunteer starts the role. | Reflects the final September 2026 safer recruitment requirement. |

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PART 1: Policy

## 1.1 Definitions

**Safeguarding** is defined as:

- 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 grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

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

## 1.2 Introduction

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers have a role to play.

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

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

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by **the school** will be in accordance with:

- **Current legislation** (these are summarised within Working Together to Safeguard Children 2026: statutory guidance on multi-agency working to help, support and protect children).
- **Statutory, national, and local guidance – this includes:**
    - **Working Together to Safeguard Children,** which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and

protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

- **Keeping Children Safe in Education** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- **Early Years Foundation Stage statutory framework Statutory Framework is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.**

- **Local Guidance from the Local Safeguarding Partnership:** around particular safeguarding topics are available on the Keeping Bristol Safe Partnership Website.
- **Government guidance in relation to:**
  - **COVID19:**. **the school** have created an addendum to this document to reflect changes made during lockdown or in the event of a further lockdown. These are accessible via the website.
  - **Specific topical safeguarding issues –** a collection of up-to-date guidance can be found on the Safeguarding in Education Team's guidance page. https://www.bristolsafeguardingineducation.org/guidance/

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

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff/ Staff Behaviour Policy
- Behaviour (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, and Exclusions Policy of a separate document)
- E-Safety
- Self-Harm
- Policy on Supporting Children in Care
- Attendance (including the safeguarding response to children who go missing from education)
- Health and Safety

Headteachers should ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

### 1.3 Equalities Statement

With regard to safeguarding, we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

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

Details of our specific duties are published under **the school**'s equality statement and measurable objectives. These are available on our website.

We adhere to both the Bristol Equality Charter and the Bristol Children's Charter and seek to contribute to the One City Plan.

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

Children who are questioning their gender may have additional vulnerabilities, including bullying, social isolation, mental health concerns, online harm or family stress. Staff will respond in a child-centred, respectful and safeguarding-led way, follow the setting's equalities duties, involve the DSL where there are concerns, and avoid making assumptions about risk or need based on gender questioning alone.

**The school** also adheres to the principles of, and promotes anti-oppressive practice in line with, the United Nations Convention on the Rights of the Child and the Human Rights Act 1998.

## 1.4 Overall Aims

This policy will contribute to the safeguarding of children at **the school** by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; where learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- The setting will promote an inclusive and anti-discriminatory culture in which prejudice-based and discriminatory behaviour is recognised, challenged and addressed as a safeguarding concern where appropriate.
- Supporting contextual safeguarding approaches to practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for the development of knowledge and skills across the setting's community (staff, learners, parents/carers) so that people can recognise safeguarding concerns and respond appropriately.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership.

**The school** is named as a relevant agency in the Local Safeguarding Partnership (Keeping Bristol Safe Partnership). This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Keeping Bristol Safe Partnership.

## 1.5 Professional expectations, roles, and responsibilities

### 1.5.1 Role of all staff

- All staff will read and understand Part one of Keeping Children Safe in Education. The Part one overview may be used as a complementary quick reference, but it does not replace the requirement for staff to read Part one.
- In addition to this, all staff will be aware of the systems in place which support safeguarding, including reading this Safeguarding and Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (code of conduct), the safeguarding response to children who go missing from education, and the role of the Designated Safeguarding Lead (DSL).

- Know who and how to contact the DSL and any deputies, the Chair of Governors, and the Governor responsible for safeguarding.
- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those: who may need help at an earlier stage, including where there are emerging concerns, indicators of exploitation, modern slavery, abusive, violent or harmful behaviour, or where a child may be at risk of extra-familial harm.

    - who may need a social worker and may be experiencing abuse, neglect or exploitation.
    - requiring mental health support.
    - may benefit from early help.
    - where there is a radicalisation concern.
    - where a crime may have been committed.
- Be clear as to the setting's policy and procedures about child-on-child abuse, children missing from education and those requiring mental health support, and the impact of technology in relation to online safety.
- Be involved, where appropriate, in the implementation of individual plans to further safeguard vulnerable learners.

  This includes understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- To be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

- All staff will understand that children may not feel ready or able to tell someone they are being abused, exploited or neglected, and that professional curiosity, respectful enquiry and timely information sharing are important to early identification.

**1.5.2 - Role of the Designated Safeguarding Lead (DSL)**
Duties are further outlined in Keeping Children Safe in Education Annex B.

Details of our DSL and Deputy DSL are available on the **the school** website, our newsletters, or the notice board in reception.

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.
- The DSL works with the Headteacher/Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learners' attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs.
- Lead the early identification of vulnerability in learners and their families through staff concerns and safeguarding notifications. This will ensure that detailed, accurate and secure written records of concerns, referrals and the rationale for decisions are maintained.
- Maintain oversight of early help and Family Help involvement, ensuring the setting contributes relevant information, analysis and challenge where required, and that records clearly evidence decisions, actions and impact.
- Manages referrals to local safeguarding partners where learners with additional needs have been identified. These can include those –
    - who need a social worker and may be experiencing abuse, neglect or exploitation
    - requiring mental health support.

- who may benefit from early help.
- where there is a radicalisation concern.
- where a crime may have been committed.

**The DSL will also:**

- Work with others – acting as a point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
    - know who these children are,
    - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
    - Are supported to identify the challenges that children in this group might face.
    - Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.
- Ensure the successful transfer of the Safeguarding/Child Protection File when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.

**1.5.3 - Role of the Governing Body –**

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

There is a senior board-level lead who takes responsibility for ensuring that safeguarding and child protection practice, processes and policy (including online safety) are effective and compliant with legislation, statutory guidance and Local Safeguarding Partnership arrangements (Keeping Bristol Safe Partnership).

- The appointed Safeguarding Governor will liaise with the Head Teacher/Principal and the DSL to produce an annual report for governors and complete the mandatory S. 175 (biennial safeguarding) audit for the Keeping Bristol Safe Partnership.
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay.
- Ensure that this document is updated annually (or when there are significant updates).
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) and Early years foundation stage (EYFS) statutory framework
- Review the Department for Education filtering and monitoring standards and make sure the setting is compliant with the requirements to meet these duties through discussions with IT staff and service providers.
- Ensure oversight of emerging technology risks, including artificial intelligence, deepfakes, image-based abuse, cyber-enabled coercion, and the effectiveness of filtering, monitoring, information security and access management arrangements.

- To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low-level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Ensure that safeguarding arrangements are in place when the school or college premises are used for non-school or college activities, including clear expectations for hirers, safeguarding procedures, suitability checks where relevant, and arrangements for responding to allegations or concerns.
- Appoint a Designated Teacher to promote the educational achievement for children in care and other care arrangements.

## 1.6 Safeguarding training for staff

**1.6.1 - All staff:**

- Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection training (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction.
- Will receive appropriate safeguarding and child protection refresher training (including online safety incorporating staff responsibilities in relation to filtering and monitoring) at least annually (via formal training, email e-bulletins and staff meetings).
- All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Staff training includes clear reference to internal whistleblowing policy, the role of the Local Authority Designated Officer and guidance for escalating concerns.
- Training and updates will include emerging safeguarding themes, including serious violence, financial exploitation, modern slavery indicators, misogyny, and technology-facilitated abuse.

**1.6.2 - Designated Safeguarding Lead and deputies:**

- Will undergo formal training to provide them with the knowledge and skills (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) training required to carry out the role. The training will be updated at least every two years.
- Deputies will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the Local Safeguarding Partnership (Keeping Bristol Safe Partnership) to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

**1.6.3 - Other training considerations:**

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the

management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.

- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding topics in Annex B (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

## 1.7 Safeguarding in the curriculum

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

This includes:

- Working within statutory guidance in respect to Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk); and Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) **[Delete as appropriate]**
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- Teaching on safeguarding will reflect evolving risks, including healthy relationships, misogyny, harmful sexual behaviour, exploitation, scams and fraud, and the misuse of AI and digital tools.
- Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what learners can be taught about online teaching and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Learners can inform the curriculum via discussions with the school council.

## 1.8 Safer recruitment and safer working practice

### 1.8.1 - Safer recruitment

**The school** pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (Part 3).

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- Also including undertaking online safety checks on shortlisted candidates. Undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.

- All recruitment materials will include reference to **the school**'s commitment to safeguarding and promoting the wellbeing of learners.
- Before appointment, the setting will determine whether the role is regulated activity and will ensure that the level of DBS, barred list and other pre-appointment checks are proportionate to the role, supervision arrangements and duties to be undertaken. The single central record will be updated accurately and promptly.
- For volunteers working with children in early years provision, the setting will obtain the required enhanced DBS certificate before the volunteer starts the role, in line with the final September 2026 statutory guidance.

**1.8.2 - Use of reasonable force**

'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed.' The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013; Reducing the need for restraint and restrictive intervention, 2019).
- There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

The process around how the setting manages concerns where a professional may pose a risk to children and our response to low-level concerns can be accessed in section 2.8 Allegations of abuse made against professionals.

Where adults supervise children on work experience, placements, off-site activities or other school-arranged activity, the setting will consider whether the activity is regulated activity and will seek assurance about supervision, safeguarding arrangements and any checks required.

**1.8.3 - Whistleblowing procedures**

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- General guidance can be found at: Advice on whistleblowing https://www.gov.uk/whistleblowing.
- The NSPCC whistleblowing helpline is available here for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- The above channels are clearly accessible to all staff (in the staff handbook, code of conduct and on staff notice boards).

### 1.9 Key safeguarding areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address which are hyperlinked:

- Children in the court system – Guidance to support children is available
  - Young witness booklet for 5 to 11 year olds - GOV.UK (www.gov.uk)
  - Young witness booklet for 12 to 17 year olds - GOV.UK (www.gov.uk)

- Children affected by parental offending/imprisonment.
- Children missing from education – including persistent absence.
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- Modern slavery, including trafficking, servitude, forced or compulsory labour, and indicators that a child may be controlled or moved for the purpose of exploitation.
- Domestic Abuse
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health
- Child on child abuse:
    - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
    - Abuse in intimate personal relationships between children (also known as teenage relationship abuse).
    - 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 self-generated intimate images and/or videos, including AI-generated or manipulated content such as deepfakes.
    - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
    - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Preventing Radicalisation (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young Carers
- Forced Migration
- Financial exploitation, including where children are coerced, controlled or manipulated in relation to money, debt, benefits, gifts, transport or access to goods.

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education 2026 Annex A; the NSPCC website - Types of Abuse;

And for localised resources for education settings The Bristol Safeguarding in Education website.

## 2.1 Reporting concerns

All staff are clear about recording and reporting concerns to the DSL or deputies in a timely way. If a child is in immediate danger, staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child, as detailed in Appendix B. This includes responses to child-on-child harm and children who present with a mental health need.

At **the school,** children can raise their concerns via the safeguarding e mail/text message services or add a concern to the worry box and they will always be treated seriously.
Children should be able to access more than one trusted route for reporting concerns, including face-to-face, written and, where appropriate, digital methods. These arrangements should be well promoted, accessible and understood.

## 2.2 Information Sharing

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

Staff at the setting are aware that:

1. 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
2. Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2024.
3. It is recommended that staff should read the Department for Education Data Protection Guidance for Schools.

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

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

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

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

Where information is shared, the setting will ensure decisions are necessary, proportionate, relevant, accurate, timely and secure, and that the rationale is clearly recorded.

### 2.3 Identifying and monitoring the needs of vulnerable children.

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

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable learners is shared with teachers and school and college leadership staff to promote educational outcomes.
- Learners who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school or college-based interventions – for example, responding to behaviour. Children who have been repeatedly removed from the classroom, placed on a part-time timetable, or whose attendance indicates emerging concern will be considered for early help, safeguarding review and proportionate multi-agency discussion where needed.

### 2.4 Multi-agency working

**The school** is a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This follows statutory guidance Working Together to Safeguard Children 2026.

Occasions that warrant a statutory assessment under the Children Act 1989:
The setting will understand and apply local safeguarding thresholds, including access to early help and Family Help arrangements, and will contribute information and professional analysis promptly so that children and families receive the right support at the right time.

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

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides. The list of safeguarding contact and other key agencies are listed in Appendix B.

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

**The school** will co-operate with any statutory safeguarding assessments conducted by children's social care. This includes ensuring representation at appropriate inter-agency meetings, such as integrated support plan meetings, initial and review child protection conferences, and core group meetings.

**2.4.1 Additional considerations:**

- Where a learner and/or their family is subject to an inter-agency child protection plan or a Multi-Agency Risk Assessment Conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.

- In situations where a child in care may be put on to a reduced timetable, the school will consult with the Hope Virtual School following local procedures.

- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Connections) who will consider a proportionate response.

- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NCPCC can be helpful or contact your r/Neighbourhood Policing Team.

- In the rare event that a child death occurs, or a child is seriously harmed, **the school** will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.

## 2.5 Suspensions, permanent exclusions, and commissioning of Alternative Provisions - (To be read in conjunction with the Behaviour Policy)

When the setting is considering suspending or permanently excluding a learner where additional vulnerability is identified it is important that the learner's welfare is a paramount consideration. The Head Teacher will consider their legal duty of care when sending a learner home and should be alert to the need for early help for a child who:

• is frequently missing/goes missing from education, home or care

• has experienced multiple suspensions, is at risk of being permanently excluded from school or college or is in alternative provision or a pupil referral unit

The setting will also consider whether repeated removal from class, internal isolation, reduced timetables or other restrictive responses are indicators of unmet need, vulnerability or escalating safeguarding risk.

**The school** will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of Children Act 1989,
- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice)
- and takes into consideration the learner's rights under the Human Rights Act 1998.
- Interventions will be consistent with statutory guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, including the version in force from 26 July 2026.

### 2.5.1 - Actions to take

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm this in line with 2.3 Identifying and monitoring the needs of vulnerable children.
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting with the governing body.

### 2.5.2 - Commissioning Alternative Provisions

In the event where **the school** commissions an alternative provision, the local Alternative Learning Provision process will apply and guidance followed to ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for children who are not taught on site. The Department of Education has issued two pieces of statutory guidance to which the setting must also have regard to when commissioning a provision:

• Alternative Provision
• Education for children with health needs who cannot attend school

**The school** will continue to be responsible for the safeguarding of the child and will make necessary checks on the provider to meet the needs of the child. Reviews will be undertaken regularly to provide assurance that any child in the provision is regularly attending and that the placement continues to be safe and meets the child's need. Written confirmation from the alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.
Before and during any alternative provision placement, the setting will obtain and record assurance that safeguarding arrangements are appropriate, including attendance monitoring, information sharing, named contacts, risk assessment, suitability of the provision, and confirmation that relevant safer recruitment checks have been completed.

## 2.6 Children Missing from Education

A child missing from education is a potential indicator of abuse, neglect or exploitation, or may be an indicator of a need for early help support. The setting will treat unexplained absence, persistent absence, severe absence, repeated missing episodes and children leaving without a known destination as safeguarding indicators requiring prompt follow-up, information sharing and recording. Staff should follow procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with 2.3 Identifying and monitoring the needs of vulnerable learners.

**the school** will follow the guidance detailed in Children Missing Education (2016) and Bristol City Council Education Welfare Service – Children Missing Education

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

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.
- when a pupil is removed from roll, joins the school, moves to another setting, is withdrawn for elective home education, or where the school cannot establish the child's whereabouts, in line with local authority processes and the statutory CME guidance.

### 2.6.1 - Elective Home Education

**The school** will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

Elective home education decisions should be considered carefully where there are existing safeguarding concerns, patterns of poor attendance, exploitation concerns or disengagement from education, and the setting should share relevant safeguarding information promptly with the local authority.

## 2.7 Responding to incidents of child-on-child abuse

(There is a flow diagram in Appendix B that illustrates this section).
All staff should recognise that children can abuse other children, including online. It is important that incidents of harm are addressed under safeguarding policy alongside the behaviour policy. Concerns about the welfare

of children require appropriate processes to be followed and records to be kept on the child's safeguarding or child protection file.

Child-on-child abuse may include discriminatory behaviour, including behaviour linked to race, faith, disability, sex, sexual orientation or gender reassignment. Staff will take concerns seriously and consider the needs and safety of all children involved.

This includes recognising harmful sexual behaviour, the role of misogyny in shaping abusive attitudes and behaviour, and the fact that technology can be used to facilitate, amplify or record abuse, including through self-generated intimate images, image-based abuse and AI-generated content.

Further examples of child-on-child harm this can be found under section 1.9 Key Safeguarding Areas. It is recognised that child-on-child abuse can happen inside and outside of school/college or online.

At **the school**

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and take action to ensure we mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse knowing their concerns will be treated effectively as reflected in section 2.1 Reporting a concern of this policy. **the school** will handle initial reports of harm by:

- Securing the immediate safety of children involved in an incident and sourcing support for other children affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- ensuring that victims will never be given the impression that they are creating a problem by reporting any form of abuse, neglect or exploitation. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider setting cohort.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

**2.7.1 Actions to take in relation to sexual violence and sexual harassment**

**The school** will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. The Brook - Sexual Behaviours Traffic Light Assessment Tool should be utilised to inform assessment of risk and what actions to subsequently take.

- DSLs/Deputies will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section 2.4 - Multi-Agency Working section.
- When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police immediately **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.
- When the children involved require a statutory assessment either under s.17 or s.47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, the setting will follow Searching, screening and confiscation at school - GOV.UK (www.gov.uk) and Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident including any bystanders. This should be reviewed at least every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.
- Where concerns involve self-generated intimate images, manipulated images or AI-generated content, staff will avoid viewing, copying or forwarding material unless absolutely necessary, and will follow current guidance on searching, screening, confiscation and responding to nude or semi-nude imagery.
- We will consider harmful sexual behaviour, sexual harassment and sexual violence as safeguarding concerns, not simply behaviour issues, and will record decisions, risk assessments, support for those harmed, support and challenge for those who have caused harm, and any wider contextual or cultural actions required.

**2.7.2 - Contextual safeguarding approach to child-on-child abuse:**
**The school** will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

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

### o Responding to allegations of abuse made against professionals.

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

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates they 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.

**2.8.1 - Immediate action must be taken:**

- Do not speak to the individual it concerns.

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

**2.8.2 - Low-level concerns**

This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (Part 4). A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

- Reports should be made in accordance with the settings own processes. **The school** creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Patterns of low-level concern will be reviewed to identify themes, culture issues, training needs or wider safeguarding weaknesses.
- Review and correct any deficits in the setting's safeguarding system.

### 2.9 Mental health and wellbeing. (A flow diagram is available in Appendix B to illustrate this section)

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require early help support.

We recognise that mental health concerns, absence, changes in behaviour, reduced engagement, caring responsibilities or exposure to online harm may indicate unmet need, abuse, neglect or exploitation. Staff will share concerns with the DSL so that safeguarding, early help, Family Help or specialist support can be considered.

**The school** will commit to undertake the following.

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of children. This colleague will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that children can report and share concerns in line with section 2.1 Reporting a concern of this policy.

- Staff will follow a safeguarding process in terms of reporting concerns outlined in Appendix B so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a child who is displaying acute mental health distress. This may require support from emergency services via 999 if the child is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section 2.4 - Multi-Agency Working.
- The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality Primary Mental Health Specialists from Child and Family Consultation Services.

**2.9.1 - Contextual safeguarding approach to mental health**

**the school** will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.

The setting will take a 'whole school approach' to:

- deliver high quality teaching around mental health and wellbeing on the curriculum
- having a culture that promotes mental health and wellbeing.
- having an environment that promotes mental health and wellbeing.
- making sure pupils and staff are aware of and able to access a range of mental health services.
- supporting staff wellbeing.
- being committed to child and parent/carer participation.

### 2.10 Online Safety

Online safety is an integrated and interwoven theme across safeguarding. It is essential that the DSL leads on ensuring that responses are effective. This includes coordinating support and working with colleagues in the setting who may have additional technological expertise, such as the IT manager.

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

- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum.
- Acknowledging that child-on-child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section 2.7 Responding to incidents of child-on-child abuse **and read in conjunction** with **the school's** policy on the use of mobile smart technology.
- Provision of education via remote learning will comply with current governmental advice Providing remote education: guidance for schools - GOV.UK (www.gov.uk).
- The effectiveness of the setting's ability to safeguard children in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually in line with the digital and technology standards in schools and colleges Meeting digital and technology

standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

- Online safety arrangements will consider how children may be harmed through AI-enabled manipulation, sexualised or humiliating image generation, fraud, coercion, impersonation and other forms of technology-facilitated abuse.
- We will assess and respond to emerging technology risks, including AI-generated imagery, deepfakes, cyber-enabled coercion, and the misuse of generative tools to bully, humiliate, exploit or abuse children.
- Online safety leadership will include regular review of filtering and monitoring, information security, access management, mobile and smart technology use, staff training, curriculum content and responses to online incidents, with evidence of decisions and actions retained for governance assurance.

## Appendix A – Key Guidance for safeguarding issues.

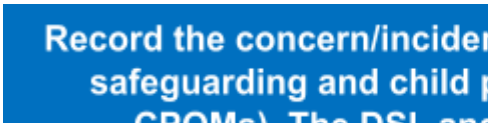
All key education sector guidance relevant for education settings can be found on the following webpage https://www.bristolsafeguardingineducation.org/guidance/

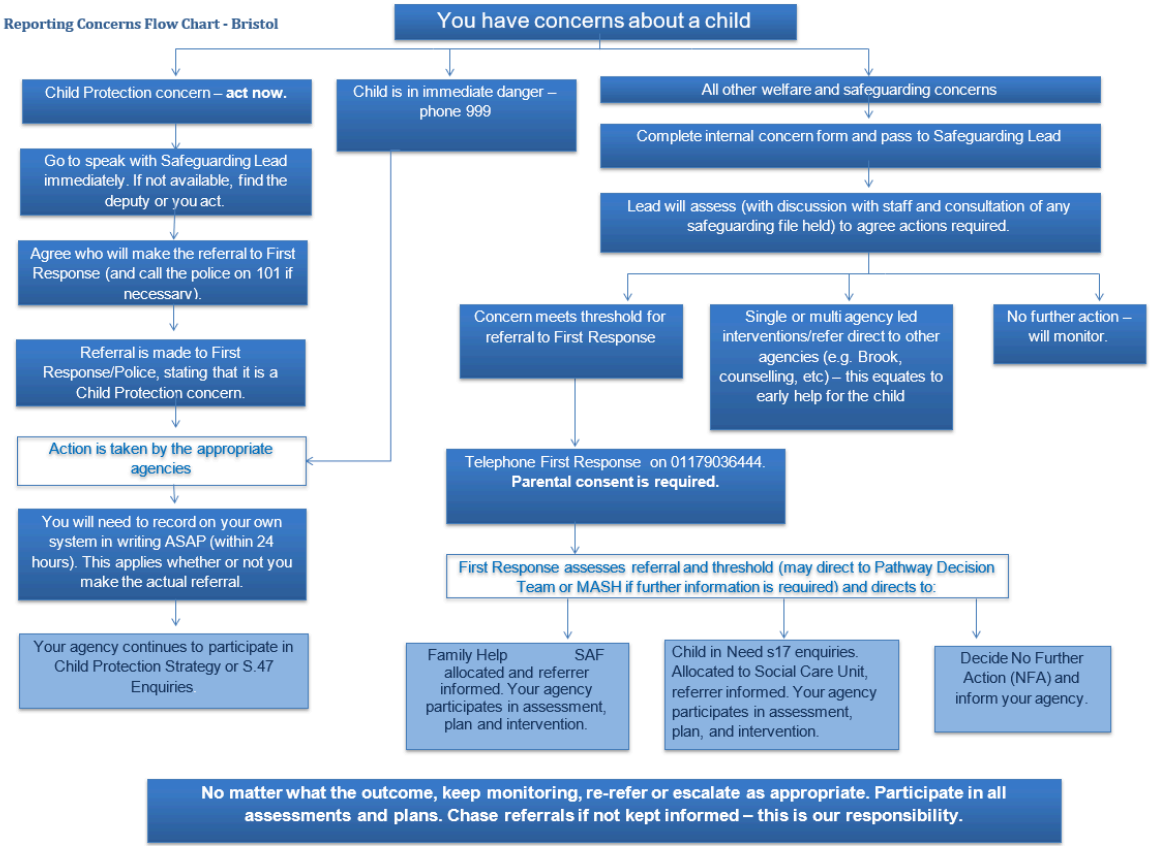
Other multi-agency guidance and policies from the Local Safeguarding Partnerships:

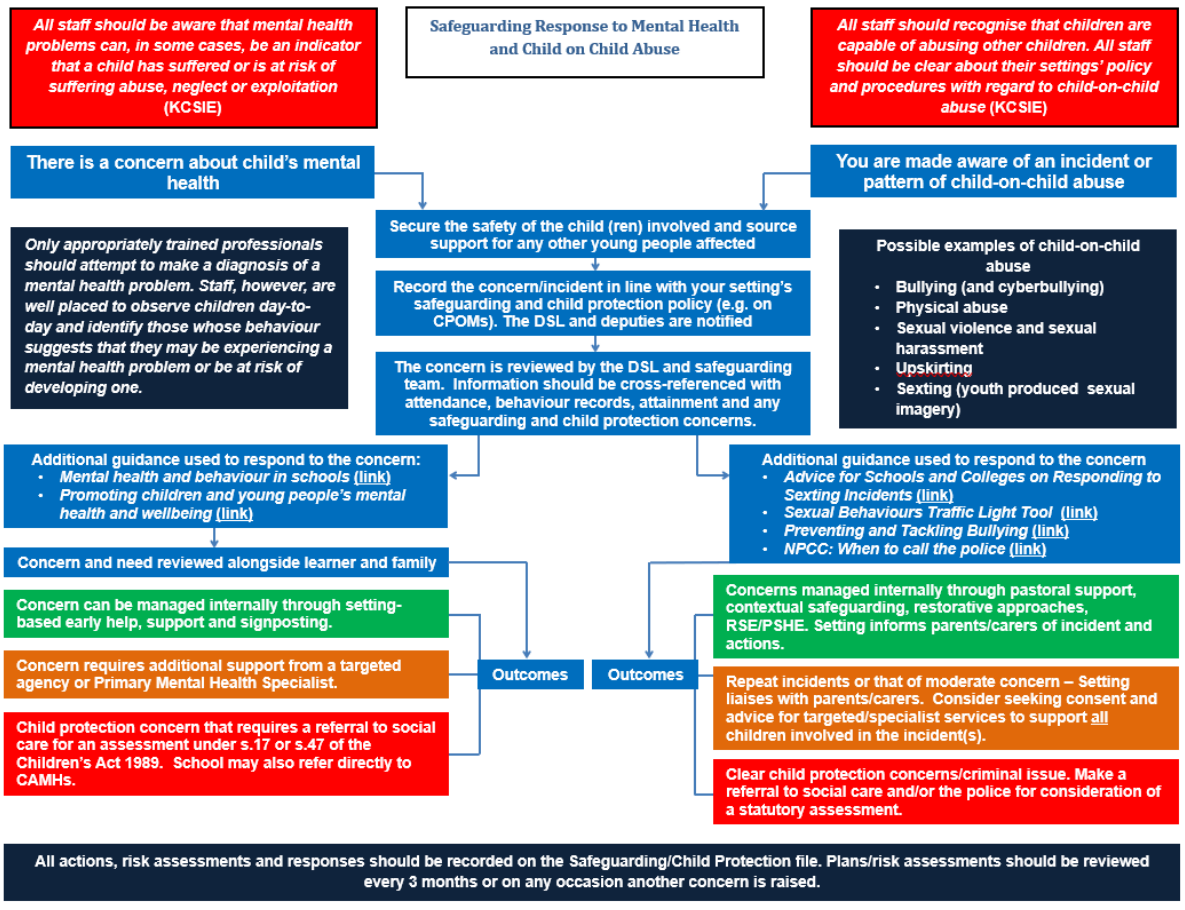
- For Bristol - Bristol safeguarding children
- For South Glos -South Glos safeguarding children

## Appendix B – Reporting concerns

- Reporting Concerns Flow Chart (Bristol) – Click here
- Process flow chart for responding to incidents of child-on-child incidents and Mental Health concerns – Click here
- Multiagency safeguarding contacts poster (Bristol) – Click here
- For wider local contacts use the following page - Bristol Safeguarding in Education Local Contacts List
- Neighbouring Local Authority Contacts - Click here




Reporting Concerns Flow Chart - Bristol
You have concerns about a child
Child Protection concern – act now.
Child is in immediate danger – phone 999
All other welfare and safeguarding concerns
Go to speak with Safeguarding Lead immediately. If not available, find the deputy or you act.
Complete internal concern form and pass to Safeguarding Lead
Agree who will make the referral to First Response (and call the police on 101 if necessary).
Lead will assess (with discussion with staff and consultation of any safeguarding file held) to agree actions required.
Referral is made to First Response/Police, stating that it is a Child Protection concern.
Concern meets threshold for referral to First Response
Single or multi agency led interventions/refer direct to other agencies (e.g. Brook, counselling, etc) – this equates to early help for the child
No further action – will monitor.
Action is taken by the appropriate agencies
Telephone First Response on 01179036444. Parental consent is required.
You will need to record on your own system in writing ASAP (within 24 hours). This applies whether or not you make the actual referral.
First Response assesses referral and threshold (may direct to Pathway Decision Team or MASH if further information is required) and directs to:
Your agency continues to participate in Child Protection Strategy or S.47 Enquiries
Family Help SAF allocated and referrer informed. Your agency participates in assessment, plan and intervention.
Child in Need s17 enquiries. Allocated to Social Care Unit, referrer informed. Your agency participates in assessment, plan, and intervention.
Decide No Further Action (NFA) and inform your agency.
No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessments and plans. Chase referrals if not kept informed – this is our responsibility.


All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation (KCSIE)
Safeguarding Response to Mental Health and Child on Child Abuse
All staff should recognise that children are capable of abusing other children. All staff should be clear about their settings' policy and procedures with regard to child-on-child abuse (KCSIE)
There is a concern about child's mental health
You are made aware of an incident or pattern of child-on-child abuse
Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
Secure the safety of the child (ren) involved and source support for any other young people affected
Record the concern/incident in line with your setting's safeguarding and child protection policy (e.g. on CPOMs). The DSL and deputies are notified
The concern is reviewed by the DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any safeguarding and child protection concerns.
Possible examples of child-on-child abuse
Bullying (and cyberbullying)
Physical abuse
Sexual violence and sexual harassment
Upskirting
Sexting (youth produced sexual imagery)
Additional guidance used to respond to the concern:
Mental health and behaviour in schools (link)
Promoting children and young people's mental health and wellbeing (link)
Additional guidance used to respond to the concern
Advice for Schools and Colleges on Responding to Sexting Incidents (link)
Sexual Behaviours Traffic Light Tool (link)
Preventing and Tackling Bullying (link)
NPCC: When to call the police (link)
Concern and need reviewed alongside learner and family
Concern can be managed internally through setting-based early help, support and signposting.
Concern requires additional support from a targeted agency or Primary Mental Health Specialist.
Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. School may also refer directly to CAMHs.
Outcomes
Outcomes
Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions.
Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all children involved in the incident(s).
Clear child protection concerns/criminal issue. Make a referral to social care and/or the police for consideration of a statutory assessment.
All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection file. Plans/risk assessments should be reviewed every 3 months or on any occasion another concern is raised.

## Multi-agency contacts

| Priority safeguarding contacts | | |
|---|---|---|
| **If you have concerns about a child/young person in Bristol** | | |
| If a child is at immediate risk call the police. | POLICE – 999 | |
| To make a referral where a child is likely to suffer, or is suffering, significant harm, call children's social care. | FIRST RESPONSE – 0117 903 6444 | |
| Out of hours referrals. | EMERGENCY DUTY TEAM – 01454 615 165 | |
| Mental health crisis support, 24 hours a day, 7 days a week. | Bristol Mental Health – 0300 555 0334 | |
| To raise concerns and ask for advice about radicalisation. Also contact First Response where appropriate. | PREVENT DUTY – 01278 647466<br><br>PreventSW@avonandsomerset.police.uk | |
| To liaise with the specialist safeguarding police unit. | Lighthouse Safeguarding Unit (Avon and Somerset Police) – 01278 649228<br><br>LighthouseBristol@avonandsomerset.police.uk | |
| For advice and guidance about whether to make a referral. | Family Help | |
| South<br><br>0117 903 7770 | East Central<br><br>0117 357 6460 | North<br><br>0117 352 1499 |

| | |
|---|---|
| **To raise concerns and ask for guidance in relation to the conduct of someone who works with children.** | **Local Authority Designated Officer (LADO)**<br><br>**T: 0117 903 7795**<br><br>**KBSP LADO notification form** |

**For information, advice and guidance in relation to safeguarding policy and procedures**

**Safeguarding in Education Team**

**T: 0117 922 2532**

**E: Safeguardingineducationteam@bristol.gov.uk**

| | | |
|---|---|---|
| **South Advisor**<br><br>**Helen Macdonald**<br><br>**helen.macdonald@bristol.gov.uk**<br><br>**0117 922 2533** | **East Central Advisor**<br><br>**Elizabeth Male**<br><br>**Elizabeth.male@bristol.gov.uk**<br><br>**0117 922 2532** | **North Advisor**<br><br>**Colin Clements**<br><br>**Colin.clements@bristol.gov.uk**<br><br>**0117 922 2532** |

**Other Local Authorities Contacts**

| Local Authority in which the child is resident | Contact details | Out of hours/ Weekend |
|---|---|---|
| **South Gloucestershire** | **Access and Reponses Team** | **Emergency Duty Team** |

| | | |
|---|---|---|
| | **T: 01454 866000** - Monday to Thursday 9.00 – 5.00, 4.30 on Friday<br>**E: accessandresponse@southglos.gov.uk**<br>**W**: Access and Response Teams (ART) \| South Gloucestershire Council (southglos.gov.uk) | **01454 615165** |
| **North Somerset** | **Single Point of Access**<br><br>**T: 01275 888 808 –**Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm<br>**W**: Children, young people and families \| North Somerset Council (n-somerset.gov.uk) | |
| **Bath and North East Somerset (BANES)** | **Children's Social Work Services**<br><br>**T: 01225 396312 or 01225 396313** Mon-Thurs 8:30am to 5pm, Friday 08:30-4:30pm<br>**E: ChildCare_Duty@bathnes.gov.uk**<br>**W**:Report a concern about a child \| Bath and North East Somerset Council (bathnes.gov.uk) | |

## Appendix C - Dealing with a disclosure of abuse, neglect, or exploitation.

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged perpetrator.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. Record the concern, actions taken, decisions made, the rationale for decisions and any outcome, then share this promptly with the DSL or deputy DSL.

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

- The 5 'R's are helpful in understanding what professional's duties are in relation to responding to an incident.

**Recognise – Respond – Reassure – Refer - Record**

## Appendix D - Types of abuse and neglect

Abuse and neglect are defined as the maltreatment of a child whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, professional curiosity or safeguarding consideration.
- being more prone to peer group isolation than other children.
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children, however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the

Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

The setting will use the safeguarding definitions and terminology in the final September 2026 version of Keeping Children Safe in Education. Staff briefings, training and policy references will be updated where the final wording differs from the July 2026 information version.

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

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

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

**Racism and faith-targeted abuse:** can cause significant harm to a child's welfare, safety, sense of belonging and emotional wellbeing. Staff will recognise, record and report these concerns and consider whether wider safeguarding action or support is required.

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

Staff should also be alert to exploitation, harm outside the home, online harm, financial exploitation, modern slavery and technology-facilitated abuse. These concerns may overlap with the four categories of abuse and should be reported to the DSL without delay.

### Appendix E Specific actions to take on topical safeguarding issues

General or national guidance is not reproduced in full here. Further information is signposted in Keeping Children Safe in Education 2026 Annex A, while the role of the designated safeguarding lead is set out in KCSIE 2026 Annex B. Access to

local guidance can be found in Appendix A of this document. This appendix highlights local and practical actions that settings may need to take in response to topical safeguarding concerns.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, **the school** may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm. In all other circumstances information will be shared in line with section 2.2 Information Sharing.

For each topical safeguarding concern, staff should consider: immediate safety, whether the child needs early help or Family Help, whether statutory social care referral is required, whether information should be shared with police or another agency, and what should be recorded on the safeguarding file.

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

### Harm Outside the Home (HOtH) – including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), county lines, online harm, modern slavery, child on child abuse.

**The school** will ensure that early help intervention is provided as soon as a concern of HOtH is identified. Consultation and advice will be sought from Local Authority and targeted services to consider the appropriate support available. The child and their families will be part of any planning and interventions.

- If there is evidence that a child is experiencing HOtH **the school** will make a referral to First Response on 0117 903 6444.
- If there is intelligence or information which indicates that the child or group of children are at risk of or involved in criminality, **the school** will share information with the police via 101 or online via Avon and Somerset Police's online reporting form: https://www.avonandsomerset.police.uk/forms/vul This information will support proactive activity to disrupt criminal activity in relation to exploitation or harm outside the home more broadly.
- **The school** will contact Safer Connections for inter-agency support, consultation, and advice about responding to HOtH and for guidance in implementing contextual safeguarding strategies to improve safety for vulnerable learners. saferconnections@bristol.gov.uk
    - This section should be read in conjunction with the above section on Child Criminal Exploitation. Local guidance has been issued on offensive weapons in education settings: *Offensive Weapons in Education Settings: Guidance for Education Settings* and *Weapons in Schools: What should schools do?*

### Domestic Abuse

Operation Encompass is a national information sharing scheme where education settings are notified when the police are called to an incident of domestic abuse. This scheme enables **us** to take proactive action and make reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, professionals are **not permitted** to share information without first seeking consent from Avon and Somerset police in case this will put victims and children at further risk of harm. The only exception to this when information is shared with new education setting (part of statutory duties in relation to transfer of the Safeguarding/ Child Protection file, Keeping Children Safe in Education).

**The school** will follow Bristol's Local Safeguarding Partnerships procedures when receiving and managing information through Operation Encompass. Our setting will promote an open culture of safeguarding to enable learners and families to disclose and feel safe to talk about their experiences and what support may be required.

Further information can be accessed through the Bristol City Council Safeguarding in Education Team webpages
Operation Encompass

### Female Genital Mutilation

**Mandatory reporting duty**: Click here for government guidance
This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.

**Travel:**
National guidance has highlighted going on holiday to a risk affected country is cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities.

- Families are encouraged to notify the education setting when they are looking to travel during term time dates.
- This will prompt a conversation with the DSL/ specialist trained member of staff to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this.
- The setting will complete an FGM Referral Risk assessment (available on the Keeping Bristol Safe Partnership website) with the family to identify any support that the family may require in relation to FGM.
- Proportionate action is taken. Referrals to social care should NOT be automatically made – however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment.
- These assessments should be saved onto the child's Safeguarding/Child Protection file to avoid duplication with new incidents of travel.

### Online Safety

- **The school** understands and responds to evolving online risks, including AI-generated imagery, deepfakes, cyber-enabled abuse and the misuse of technology to facilitate harmful sexual behaviour.

1. For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: helpline@saferinternet.org.uk
2. Where there have been established cases of online abuse or grooming, the school settings should alert - **Child Exploitation and Online Protection command (CEOP)**

**Mental health** – linked to section within main body of this policy

**Harm Outside the Home (HOtH)** – including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), county lines, online harm, modern slavery, child on child abuse.

the school will ensure that early help intervention is provided as soon as a concern of HOtH is identified. Consultation and advice will be sought from Local Authority and targeted services to consider the appropriate support available. The child and their families will be part of any planning and interventions.

- If there is evidence that a child is experiencing HOtH the school will make a referral to First Response on 0117 903 6444.

- If there is intelligence or information which indicates that the child or group of children are at risk of or involved in criminality, the school will share information with the police via 101 or online via Avon and Somerset Police's online reporting form: Report child sexual exploitation | Avon and Somerset Police This information will support proactive activity to disrupt criminal activity in relation to exploitation or harm outside the home more broadly.

- The school will contact Safer Connections for inter-agency support, consultation, and advice about responding to HOtH and for guidance in implementing contextual safeguarding strategies to improve safety for vulnerable learners. saferconnections@bristol.gov.uk

**Serious Youth Violence**

- To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of **Offensive Weapons in Education Settings Guidance for Education Settings**
- **Weapons in Schools: What should schools do?**
- If a child is found in possession of a knife, bladed item or offensive weapon on school premises, this is likely to constitute a criminal offence. An offensive weapon is any item made, adapted or intended to cause injury to a person, and there is no 'educational purpose' defence for them being in possession on school site.
- Indicators of serious violence may include unexplained injuries, absence, changes in friendship groups, fearfulness, coercion, debt, possession of weapons, association with exploitative adults or peers, and online content linked to violence, threats or humiliation.
- If a knife, bladed article or offensive weapon is found on school premises, the school should call the police **immediately**. As possession is likely to be a criminal offence, investigation of the incident must be led by the police.
- Schools should focus on immediate safety and safeguarding, including calm, supportive conversations with the child to understand welfare or protection needs, while avoiding investigative questioning if possible.
- School should make a safeguarding referral if there are additional welfare concerns around the child.

- The police will notify Youth Justice Services (YJS) within one working day of a child being found in possession of a knife or weapon. The child will be formally interviewed by the police and YJS will begin an assessment of the child's needs, risks and circumstances.
- YJS will attend the school as soon as possible to speak with the child, alongside the school, family and safeguarding partners. They will offer a minimum of six intervention sessions at school.
- Safer Connections will support the school with safety planning and contextual safeguarding.
- Whilst it is acknowledged that the decision to exclude remains with the Head Teacher/Principal it is recommended that consultation with the Safer Connections Team is made so as not to further put the child at further risk of harm if they are excluded.
- Any response should include a recorded safeguarding assessment, safety planning, consideration of contextual risk, information sharing with relevant agencies and review of whether siblings, peers or locations are also affected.
- Alternatives to exclusions should be considered first in recognition that by doing so a learner it may be at further risk of harm out in the community.

### Preventing Radicalisation - The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

Prevent concerns will be managed as part of the setting's wider safeguarding arrangements. Staff should report concerns to the DSL or deputy DSL, who will consider local referral pathways, information sharing, early intervention and whether wider safeguarding needs are present.

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training, and
- IT policies.
- reducing permissive environments, including online environments, where extremist narratives or terrorist content could be accessed, promoted or normalised.

### Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)

- by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately assessed and that the local authority can satisfy itself that the arrangement safeguards and promotes the child's welfare.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Where a private fostering arrangement is identified, the setting will record who has been informed, when the referral or notification was made, any advice received, and any support or reasonable adjustments needed to help the child remain safe and engaged in education.

### Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances.

Young carers may need early help or wider safeguarding support where caring responsibilities affect attendance, punctuality, learning, emotional wellbeing, family relationships or access to wider childhood opportunities.

Staff should consider young carer status alongside attendance, punctuality, fatigue, concentration, homework completion, emotional presentation and family stress, and should avoid relying on the child to manage caring responsibilities without appropriate assessment and support.

The setting will support learners who are young carers to appropriate support. To find out what is available locally visit the Bristol City Council Website

The Carers Support Centre can undertake an assessment of need and provide bespoke support. For further information and to make a referral visit the Carers Support Centre website.

**Children from Forced Migration**

Children with a forced migration background may be more vulnerable to criminal or sexual exploitation or may have been trafficked. It is important that staff understand what signs to look out for, and understand the National Referral Mechanism procedures.

There are other specific safeguarding issues relating to this group for example adultification, age assessments, No Recourse to Public Funds, and coming from countries where practices such as underage or forced marriage or FGM may be more prevalent.

Staff should be alert to trafficking, modern slavery, exploitation, missing episodes, interrupted education, language barriers, trauma, adultification, uncertainty about age, immigration-related stress and barriers to accessing services. Concerns should be discussed with the DSL and referred through local safeguarding pathways where needed.

The setting will support staff to develop and embed a proactive whole school anti-racist approach and adopt a trauma informed approach when supporting these children and their families.

There are a range of specialist support services available in the city that can be accessed for further information visit the Resources for Refugees and Asylum Seekers in Bristol - Bristol City of Sanctuary web pages

**Appendix F – Addendum Policy in the event of a national lockdown.**