Safeguarding & Child Protection Policy

The Richard Huish Trust

Trust Executive

Lead reviewer	Lead DSL
Approving board/ committee	RHT Board of Directors
Date approved	October 2026
Date implemented	October 2026
Review period	1 Year
Next review due	October 2027

Contents

Safeguarding and Child Protection Policy

RHT and Academy Contact Details
Definitions
Related Policies, Procedures and Documents

1. Introduction Page 4
2. Aims & Policy Principles 5
3. Statutory Framework 5
4. Designated Safeguarding Lead (DSL) 6
5. DSL Responsibilities 7
6. Safeguarding Training 8
7. Roles and Responsibilities 9
8. Safeguarding on the Curriculum 10
9. Developing a Safeguarding Culture 10

Safeguarding and Child Protection Procedures

1. Supporting Vulnerable Children Page 11
2. Children with SEN and Disabilities 12
3. Emergency Contacts for Children 13
4. Mental and Emotional Health of Children 13
5. Serious Violence 13
6. Dealing with Disclosure 14
7. Record Keeping & Data Protection 14
8. Confidentiality 15
9. Reporting a Concern 15
10. Communication with Parents 16
11. Allegations involving Staff, Supply teachers, Volunteers and Contractors 16
12. Safer Working Practices 19
13. Site Security 20
14. Online Safety and Security 21
15. Safer Recruitment 22
16. Staff Suitability (for Academies providing education to pupils under the age of eight) 22

Appendices

Appendix A Types of Abuse
Appendix B Child-on-Child Abuse
Including Sexual Harassment and Violence
Appendix C Key Safeguarding Areas
Including CSE, CCE, County Lines, Drugs,

	Radicalisation and Extremism, Prevent Duty	
Appendix D	Sample Letter	22
Appendix E	Attendance & Education at Home	23
Appendix F	SCR Checklist	24
Appendix G	Staff Disqualification Declaration	25
	Academies providing education to pupils under the age of eight	
Appendix H	SSCP	26
Appendix I	Safeguarding Contacts & websites	27
Appendix J	Reporting Concerns	28 & 29
Appendix K	Safeguarding Lead Governor monitoring	40
Appendix L	Boarding, residential accommodation and overnight stays	45

Richard Huish Trust and Academy Details

(As of Sept 2023 – Please see school and college websites for the most up to date contact details)

Richard Huish Trust c/o Richard Huish College South Road, Taunton	**John Abbott, CEO** Phone number: 01823 320800 (ext. 203) Email address: joabbott@huish.education **Tina Wikes, Richard Huish Trust Board - Safeguarding Lead**

RHT Safeguarding Forum Membership: CEO, CPO, Headteachers & DSLs

Name of Academy Principal/Headteacher	Designated Safeguarding Lead Name and Contact	Deputy Safeguarding Lead
Richard Huish College Emma Fielding	Matt Nolan mattn@richuish.ac.uk	Sally Rudkin sallyr@richuish.ac.uk Lara Blakemore larab@richuish.co.uk
Lyngford Park Primary School Nick Arnold	Kim Barratt kibarratt@lp.huish.education	Helen Ingram heingram@lp.huish.education Natalie Smith Nasmith@lp.huish.education
West Buckland Primary School Martin Stepney	Steven Bate stbate@wb.huish.education Martin Stepney (WE Nov 2026) mastepney@wb.huish.education	Lisa King lisherrin@wb.huish.education
North Curry CofE Primary School Helen Morley	Helen Morley hemorley@nc.huish.education	Matt Bulbeck mabulbeck@nc.huish.education Abbie Bown abbown@nc.huish.education Carla Fitch Catch@nc.huish.education

Nerrols Primary School & Nursery Nick Arnold	Stephanie Marriot DSL stmarriott@nr.huish.education	Joanne Taylor jotaylor@nr.huish.education
North Town Primary School & Nursery Matt Kerton	Matt Kerton makerton@nr.huish.education	Gillian Ford DDSL giford@nt.huish.education Kirstie Porter DDSL kiporter@nt.huish.education

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 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.
- And taking action to enable all children to have the best outcomes.

Child Protection is defined in Section 47 of the Children Act 1989 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.

Related Policies, Procedures and Documents

All staff, including those who do not work directly with children, must read and understand Part One of Keeping Children Safe in Education (2026).

Low Level Concern Policy	Staff Code of Conduct
Behaviour Policy	Equality and Diversity Policy
Pupils Code of Conduct	Health and Safety Policy
Anti-Bulling Policy *including measures to prevent peer on peer bullying, cyberbullying, prejudice-based and discriminatory bullying*	Complaints Policy and Procedure
	Staff Disciplinary Procedure
	Recruitment & Selection Procedures
Exclusion Policy	Whistleblowing Policy
Restraint Policy (where applicable)	Management of Allegations against Staff Policy
Attendance Policy	
SEND Policy	E-Safety Policy
Pupils with Additional Health Needs Policy	Acceptable Use Agreement
Intimate Care Policy (Nursery, as necessary)	

1. Introduction

The Richard Huish Trust (the Trust) provides governance and oversight of the Academies that are part of the Trust. This Policy applies to all Huish Academies. It applies to **all** staff, including senior leaders and the Huish Board of Directors, LGB governors, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of this organisation.

Those working with children are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and in a culture where ***Safeguarding is everyone's responsibility*.**

This Policy is available on the individual school/college websites.

2. Aims and Policy Principles

At Richard Huish Trust we believe that a child or young person should never experience abuse of any kind. We **all** have a responsibility to promote the welfare of all children and young people under the age of 18 years and keep them safe.

The aims of this policy are to:

- Establish and maintain a safe and secure environment where staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child or young person.
- Ensure pupils know that there are adults in the setting whom they can approach if they are worried.
- Ensure that pupils, who have additional/unmet needs, are supported appropriately. This could include referral to **Family Help** services or specialist services if they are a child in need or have been/are at risk of being abused and neglected.
- Protect young people in our care from maltreatment and impairment.
- Consider how students may be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The purpose of this policy is to:

- inform all staff, LGB governors, directors, members and volunteers of their responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities will be carried out.
- inform on the Somerset Safeguarding Children Partnership's Inter-agency Child Protection and Safeguarding Procedures;
- support the Section 175 of the Education Act 2002 requirements: *local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.*

All education staff, governors and volunteers will receive appropriate safeguarding training (which is updated regularly), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all

staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All provisions must inform those in the setting of local concerns that may affect children.

3. Statutory Framework

To safeguard and promote the welfare of children, Richard Huish Trust will act in accordance with current legislation and statutory guidance:

Keeping Children Safe in Education (2026) is statutory guidance issued by the DfE which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

Working Together to Safeguard Children (2023) which sets out the multiagency working arrangement s to safeguard and promote the welfare of children and young people and protect them from harm; it also sets out the statutory roles and responsibilities of schools.

The Equality Act (2010) All Academies have due regard to eliminate discrimination, harassment and victimisation and other conduct that is prohibited under the Act. This includes tackling prejudice and promoting an understanding between those who share protected characteristics and those who do not.

The Teacher Standards (2012) (Updated 2021) state that Teachers including Headteachers should safeguarding children's wellbeing and maintain public trust in the profession as part of their professional duties.

Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)

Working Together to Improve School Attendance (2024)

- The Children Act 1989 and 2004
- United Convention of the Rights of the Child 1991
- Data Protection Act 2018
- Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002 (Section 175/157) which outlines that Local Authorities and Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils"
- Somerset Safeguarding Children Partnership Inter-agency Child Protection and Safeguarding Children Procedures (Effective Support for Children and Families)
- Special educational needs and disability (SEND) code of practice: 0 - 25 years. HM government 2014
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- The Prevent Duty 2015 / Section 26, the Counter Terrorism and Security Act 2015

4. The Designated Safeguarding Lead (DSL)

The Trust and Local Governing bodies will ensure that the Academy designates an appropriate senior member of staff to take lead responsibility for child protection. A written job specification will be provided for this role. This person should have the status and authority within the Academy to carry out the duties of the post including committing resources and where appropriate, supporting and directing other staff.

During term time the DSL and/or DDSL will always be available (during provision hours) for staff in the Academy or other professionals to discuss any safeguarding concerns. Arrangements for out of hours/out of term must be in place with a named person made available to ensure contact if needed.

5. Responsibilities of the DSL or Deputy DSL when supporting or stepping up in the Designated Lead's absence

- Develop a culture of listening to children and taking account of their wishes and feelings among all staff and in measures the school/college has put in place to protect them.
- Ensure each member of staff has access to and understands the RHT Safeguarding & Child Protection Policy and Procedures, especially new and part time staff.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility. Ensure they have details of the CLA's social worker and where applicable the name of the virtual school Head Teacher in the authority that looks after the child.
- Have a good knowledge of and attend meetings (or submit reports) to contribute to the planning for children who have Child in Need or Child Protection Plans.
- Utilise, implement and monitor the use of **Family Help** Assessments. .
- Ensure recording safeguarding and child protection files are correctly drawn up with effective chronologies and regularly reviewed to scrutinise any patterns or drift/outstanding actions.
- Ensure the Single Central Record is correct at all times and safe recruitment procedures are upheld.
- Ensure the site security and risk assessments are maintained and completed to support staff and children feel safe.
- The DSL/DDSL will refer all cases of suspected abuse or neglect to the Local Authority Children's Services and/or Police (cases where a crime may have been committed) or to the Channel programme where there is a radicalisation concern.
- Liaise with the Headteacher/Principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. For further information, refer to: https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff. Their role

could include ensuring that staff understand their academic progress and attainment, maintain a culture of high aspirations for this cohort and the additional academic support and adjustments that they could make to best support these children

6. Safeguarding Training

Training for all staff

- Governing bodies and Trustees will ensure that all staff members undergo safeguarding and child protection (including online safety) training at induction.
- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least on 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 and guidance for escalating concerns.

Training for DSLs and Deputy DSLs

In addition to the all-staff training outlined above, the Designated Safeguarding Lead and deputies will undergo formal training provided by the Somerset Safeguarding Children's Partnership (SSCP) to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated every two years.

Deputies will be trained to the same level as the DSL.

The DSL and any deputies will liaise with the SSCP and Somerset Education Safeguarding Service 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.

Training for Governors and Trustees

- Local governing bodies (LGB) and trustees should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. Training should be regularly updated.

Other training considerations

- The LGB will ensure that at least one person on any interview panel will have undertaken safer recruitment training, in line 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) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Appropriate colleagues have received appropriate training in relation to the use of reasonable force and positive handling.

7. Roles and Responsibilities

The Trust's Board of Directors and Richard Huish Trust's Local Governing Bodies will ensure that each Academy:

- Appoints a Designated Safeguarding Lead (DSL) who is a senior member of staff and a member of the leadership team.
- Ensures that the DSL role is explicit in the role holder's job description and that safeguarding responsibilities explicitly identified in the job descriptions of every member of staff and volunteer.
- Appoints a Safeguarding Governor for each Academy LGB. The role of the Safeguarding Lead Governors is set out in this Policy at appendix K.
- Implements the Safeguarding & Child Protection Policy, including Behaviour Policy and a Staff Code of Conduct, which are consistent with the Somerset Safeguarding Children Partnership's and statutory requirements and national guidance, reviewed annually and made available publicly on the website.
- Has procedures for dealing with allegations of abuse made against staff and volunteers including allegations made against the Headteacher and allegations against other children, that are consistent with Somerset Safeguarding Children Partnership's and statutory requirements/national guidance.
- Has safer recruitment procedures that includes statutory checks on staffs' and volunteers' suitability to work with children that are consistent with SSCP's and statutory requirements/national guidance.
- Develops an induction strategy that ensures all staff, including the Headteacher, receive information about the Academy's safeguarding arrangements on induction and appropriate child protection training, staff code of conduct and the role of the DSL on induction.
- Ensures staff are provided with Part One KCSIE 2023 and are aware of specific safeguarding issues.
- All staff, including those who do not work directly with children, must read and understand Part One of Keeping Children Safe in Education (2026).
- Ensures that all staff, including the Headteacher, and volunteers receive appropriate training, including online safety, which is regularly updated at least annually.
- Appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and ensures that the designated teacher has appropriate training.
- Remedies without delay, any deficiencies or weaknesses regarding safeguarding and child protection arrangements.
- Ensures scrutiny and effectiveness of the Single Central Record and child protection recording.
- Ensures safeguarding is discussed regularly and outcomes recorded at LGB Meetings.

- Ensures the requirements of The Governor's Safeguarding Audit Section 175 are met and actions when needed completed in a timely way.
- Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.
- Ensure the required vetting checks, including Section 128 checks, are completed for members, directors, governors, management, and head of departments

8. Safeguarding and the Curriculum

Richard Huish Trust is committed to ensuring that pupils are taught about safeguarding, including online safety. We recognise that personalised or contextualised approach for more vulnerable pupils, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

- Working within statutory guidance in respect to Relationship Education (Primary), Relationship and Sex Education (Secondary) and Health Education (all pupils). To support teachers teaching about sex and health, there is a 'one-stop shop' for information, resources and training modules at https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health
- 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.
- Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what pupils can be taught about online 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 (eg to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Pupils can inform the curriculum via Pupil Voice discussions.

9. Creating a Safeguarding Culture

There are measures that the Trust, Headteachers/Principal and DSLs can undertake to create a culture of vigilance around safeguarding and child protection:

- Ensure the RHT Safeguarding & Child Protection Policy is reviewed annually.
- Ensure the Safeguarding & Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Somerset Safeguarding Children's Partnership (SSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure the safeguarding file and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file.
- Education providers should obtain proof that the new setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

- If the child leaves and their whereabouts are unknown or to move to elective home education the last school known retains the file.
- Staff should provide safeguarding support to children who are questioning their gender identity. Any support should remain child-centred, involve parents where appropriate, and be considered alongside safeguarding, welfare and educational needs.

Safeguarding and Child Protection Procedures

1. Supporting Vulnerable Children

Safeguarding and promoting the welfare of children is everyone's responsibility. To fulfil this, all professionals should ensure their approach is child centred. This means that they should consider, always, what is in the best interests of the child. Education providers and staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst always acting in the best interests of the child.

Staff and volunteers working within the Trust will also be alert to the potential need for Family Help for children who are more vulnerable. For example:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory
- Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour,
- including gang involvement and association with organised crime groups or
- county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently
- excluded from schools, colleges and in Alternative Provision or a Pupil
- Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug
- and alcohol misuse, adult mental health issues and domestic abuse

- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital
- Mutilation or Forced Marriage
- is a privately fostered child
- shows significant changes in behaviour
- has persistent sleep difficulties
- becomes withdrawn from friends or activities
- shows signs of self-neglect
- start to or shows signs of self-harm
- has eating difficulties
- has expressions of hopelessness
- shares or suggests they have suicidal thoughts

Where a child presents an immediate risk to themselves or others, emergency medical assistance (999, A&E or 111 where appropriate) should be sought immediately. The Richard Huish Trust safeguarding process should then be followed.

The school/college will also ensure that children who may be LGBT have a trusted adult who they can talk to and be open with.

Education providers and staff members will be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse, and neglect. They will also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may need help or protection.
(See **Appendix A** Types of Abuse)

Children who require help and support may be offered intervention through **Family Help Assessment** support services for families. All staff should be aware of the **Family Help** Assessment process, and understand their role in identifying emerging problems, including sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalating concerns so that consideration can be given to a request for involvement to Children's Services if the child's situation does not appear to be improving.

Effective **Family Help** Assessment means that:

- Parents/caregivers feel supported to provide stable, consistent and appropriate care for their families
- Children and young people achieve their education and development goals
- Young people are equipped with the skills and attitudes to join the workforce and overcome barriers to employability
- Children and young people achieve the best possible physical and mental health
- Children and young people are safe and feel safe

2. Children with SEN and disabilities

There is a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they are looking distressed or their behaviour or demeanour is different from in the past, our staff

should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs. Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Academies are encouraged to make sure that children with SEN and disabilities have a greater availability of mentoring and support, this guidance is very clear that should happen.

3. Emergency Contacts for Children

Keeping Children Safe in Education says that settings should have at least two emergency contacts for every child in the academy in case of emergencies, and in case, there are welfare concerns at the home. Academies should keep at least two contact number for every child on roll.

4. Mental and Emotional Health of Children

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse,neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can affect their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action must be taken, following the Child Protection Policy, and speaking to the DSL.

5. Serious Violence

Through training, all staff will be aware of the indicators, which may signal a pupil/student is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Unexplained injuries or signs of assault
- Unexplained gifts or new possessions

Staff will be aware of some of the most significant risk factors that could increase a pupil/student's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil/student may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL

6. Dealing with a disclosure

If a child or young person discloses, she/he has been abused in some way, staff or volunteers should:

- Stay calm
- Reassure the child, tell them you are pleased that they are speaking to you
- Listen to what is being said without displaying shock, anger, disbelief, or embarrassment
- Encourage the child to talk but do not ask leading questions; use 'Tell me, explain to me, describe to me' (TED) questioning. Only ask questions when necessary to clarify
- Allow the child to talk freely
- Never promise confidentiality; assure them that you will try to help but let the child know that you may have to tell other people to do this. Say who this will be.
- Check that you have understood correctly what the child is telling you.
- Praise the child for telling you; tell them they have a right to be safe and protected.
- Explain what must be done next and who must be told.
- Record what you have heard; make a written record using the child's own language.
- Pass the information to the Designated Safeguarding Lead **without delay**

If a Trust staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 – Allegations involving Trust staff/volunteers.

Dealing with a disclosure can be stressful; staff should, therefore, consider seeking support from the DSL.

The Five Rs clarify what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer – Record

7. Record Keeping & Data Protection

In relation to maintaining safeguarding (including **Family Help**) and child protection records, the Academy will:

- Record as soon as possible after the conversation. Use the Academy recording system which could be electronic, MyConcern or CPoms, BROMCOM or paper-based, a record of concern sheet.
- Do not destroy the original notes in case they are needed by a court.
- Record the date, time, witness, place and any noticeable non-verbal behaviour and the words used by the child or young person.
- Indicate the position of any injuries.
- Record statements and observations rather than interpretations or assumptions.
- Agree and record actions and outcomes.

All records must be given to the DSL promptly. The staff member or volunteer should not retain copies. The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil/student who is/or has been the subject of a Child Protection Plan changes provision, the DSL will inform the Social Worker responsible for the case and transfer the appropriate records to the DSL at the receiving provision in a secure manner, and separate from the child's academic file. Where a child is transferring to another school/College, the file should be transferred within 5 days for in-year transfers, and within the first 5 days of the start of a new term.

All child protection recordings should be scrutinised regularly to ensure the action and outcome has been carried, and any drift avoided. All records are kept in accordance with SSE Record keeping guidance available on the Support Services for Education website under the Education Safeguarding section policy and guidance.

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

Also see **Appendix I** for further details on information sharing and GDPR.

8. Confidentiality

Safeguarding and protecting children and young people raises issues of confidentiality that must be clearly understood by all staff/volunteers in education. All staff, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

If a child or young person confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tells the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.

Staff/volunteers who receive information about children and their families during their work should share that information only within appropriate professional contexts.

9. Reporting a Concern

When a member of staff is concerned about a child or young person, she/he will inform the DSL who will decide whether the concerns should be referred to Children's Services. If it is decided to make a request for involvement to Children's Services this will be discussed with the parents, unless to do so would place the child or young person at further risk of harm.

See **Appendix J** for reporting a concern and referral routes

While it is the DSL's role to make request for involvement, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g., concern that a family might have plans to carry out Female Genital Mutilation), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL must be informed as soon as possible.

Attention must be paid to the attendance and development of any child or young person about whom the Academy has concerns, or who has been identified as being the subject of a Child Protection Plan, a written record will be kept, and attendance procedures followed.

If a pupil/student who is/or has been the subject of a Child Protection Plan changes provision, the DSL will inform the Social Worker responsible for the case and transfer the appropriate records to the DSL at the receiving provision, in a secure manner, and separate from the child's academic file.

Should the child's whereabouts be unknown, or they move to elective home education the Social Worker must be informed and the procedure for reporting children missing education and elective home education should be followed.

The DSL is responsible for making the senior leadership team aware of trends in behaviour or concerns that may affect pupil welfare. Gathering safeguarding data and impact will be embedded into the Academy's process to measure effective safeguarding practice and resolve any weaknesses.

10. Communication with Parents/Carers

We are fully committed to working in partnership with parents and carers. RHT will ensure the Safeguarding & Child Protection Policy is available publicly either via the school/college and Trust website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- the behavioural response it prompts eg a child being subjected to abuse, maltreatment or threats, or forced to remain silent if alleged abuser informed;
- leading to an unreasonable delay.
- leading to the risk of loss of evidential material.

(The Academy may also consider not informing parent(s) where it would place a member of staff at risk).

The Academy will ensure that parents/carers understand the responsibilities placed on the Trust and staff for safeguarding children and young people.

11. Safeguarding concerns, low level, and allegations involving staff, supply teachers, volunteers and contractors

This *should be read in conjunction with Part Four, KCSIE; Section One for allegations that meet the threshold and Section Two for allegations that do not meet the threshold, ie low level concerns.*

For guidance on Low level concerns, please refer to the RHT Low Level Concern Policy.

An allegation is any information which indicates that a member of staff, volunteer, supply teacher or contractor may have:

(i) behaved in a way that has or may have harmed a child.
(ii) possibly committed a criminal offence against/related to a child;
(iii) behaved towards a child or children in a way, which indicates s/he will pose a risk of harm if they work regularly or closely with children;
(iv) behaved or may have behaved, outside of the school, in a way that indicates they may be not suitable for work with children.

This applies to any child the adult has contact with in their personal, professional or community life.

If staff members have concerns about another staff member, then this should be referred to the Headteacher/Principal. Where there are concerns about the Headteacher/Principal, this should be referred to the Chair of Governors who will report it directly to the Local Authority Designated Officer (LADO). This can be done in person or using the RHT Safeguarding Reporting Form In the event of allegations of abuse being made against the Headteacher/Principal, where a staff member feels unable to raise an issue with their Academy or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate and make any referral via them.

The person to whom an allegation is first reported must take the matter seriously and keep an open mind. they should not investigate or ask leading questions; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include:

- Making an immediate written record of the allegation using the informant's words – including time, date, and place where the alleged incident took place, brief details of what happened, what was said, who was present and whether there is any CCTV footage. This record should be signed, dated, and immediately passed on to the Headteacher.
- Looking after the welfare of the child. The DSL is responsible for ensuring that the child is not at risk and referring suspected cases of abuse to the LADO.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Principal/Chair of Governors **will not investigate** the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the LADO.

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the LADO without delay. If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with SSCP Inter-agency Child Protection and Safeguarding Children Procedures. The Headteacher/Principal should, as soon as possible following briefing from the LADO inform the subject of the allegation.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the Academy for review and action where 'low level' concerns remain. Low level concerns could include:

- Being over-friendly with children
- Having favourites
- Engaging with a child or young person on a 1:1 basis in a secluded area or behind closed doors
- Using inappropriate language

Schools can work to minimise the risk of low-level concerns by:

- ensuring their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- empowering staff to share any low-level safeguarding concerns
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- providing a responsive, sensitive, and proportionate handling of such concerns when they are raised a
- identifying any weakness in the school's/college's safeguarding system.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies/codes, should be in place and easily accessed for such concerns to be raised with the Academy senior leadership team. Where a staff member feels unable to raise an issue with their Academy through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. See **Appendix I** for NSPCC Whistleblowing Helpline.

Supply Teachers and Contractors Whilst schools are not the employer of supply teachers or contractors, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use an individual due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. LGBs should discuss with the agency or business whether it is appropriate to suspend the supply teacher or contractor, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies and businesses should be involved and co-operate in any enquiries from the LADO, police and/or children's social services. They will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers and contractors, whilst not employed by the school, are under the supervision, direction, and control of the LGB when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting, which is often arranged by the LADO, should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or business are taken into account by the school during the investigation.

When using an agency or contractor employed by a business, the school should inform them of its process for managing allegations. This should include inviting the agencies or business' HR manager or equivalent to meetings as appropriate and keeping them up to date with information about its policies.

Alternative Provision
Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

For guidance please refer to:

Alternative Provision DFE statutory guidance, and Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance.

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

12. Safer Working Practices

To reduce the risk of allegations, all staff should be aware of safe working practices and should be familiar with the guidance contained in the Staff Handbook or Code of Conduct and safer recruitment document guidance for those working with children and young people in education settings. These documents seek to ensure that the responsibilities of Academy leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

Supervision The Academy will ensure supervision at break times, lunchtimes, before and after school, on trips and educational visits, and when providing intimate care is assessed and policies written where needed.

Technology and Social Media Use of personal phones, smart technology, private email address etc. must not be used to communicate with parents or children. Always use the Academy

telephones and a professional email address. Personal social media networks should be protected and not used for professional purposes.

The Trust maintains clear expectations regarding the use of mobile phones and personal devices by staff and pupils. Safeguarding arrangements will address risks arising from photography, recording, messaging applications, internet access and AI-enabled technologies.

Changing for PE /Sport Clear guidelines are recommended because:

- getting changed can make some children feel vulnerable
- getting changed can cause anxiety for some children
- staff can feel unsure about changing supervision and how to ensure children and adults are safe.

Changing areas should be designated single-gender changing rooms or areas for children aged 8 years and above. Academies will make adequate and sensitive arrangements for changing which consider the needs of pupils/students with disabilities, those from different religions, beliefs and cultural backgrounds or gender identity.

https://learning.nspcc.org.uk/media/2754/safeguarding-considerations-for-changing-rooms.pdf

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. 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.

13. Site Security

The Academy will make *reasonable* effort to provide a secure, healthy, hazard-free environment for everyone at and visiting. Consequently, the school will:

- maintain suitable physical boundaries and barriers such as fencing, gates and locks on doors
- directly supervise children at all times, ensuring they remain on the premises and are never permitted to enter hazardous or insecure sections areas
- take all reasonable steps to monitor contractors, visitors and volunteers using the premises, requiring them to report to Reception, take and read the Information and Guidance for Contractors and Visitors leaflet, sign in to confirm they have received, read and understood it, and wear a visitor's badge
- update the SCR with staff/volunteers /governors that are in regulated activity with children
- have procedures for fire drills, first aid and one focusing on 'Reducing the Risk and Impact of Terrorist and Extremist Incidents' (Lockdown Policy);
- Early Years must comply to EYFS regulations with regards to paediatric first aid and first aid incidents regularly reviewed an acted upon should patterns of accidents emerge;

Richard Huish Trust and its Academies believes good safe security allows both staff and students to feel safe and confident in their surroundings, and offers reassurance to parents and carers. We note

that clearly defined risk management of the site allows staff to manage the site by limiting trespass and by channelling visitors to the site through appropriate entrances. Where the school premises are used for non-school activities by a separate body, safeguarding requirements are included in the lease or hire agreement failure to comply with which will lead to the termination of the agreement.

14. Online Safety and Security

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school/college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. This includes communicating with parents and carers about children's access to online sites when away from school/college.

The breadth of issues classified within online safety can be categorised into four areas of risk:

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

Whilst filtering and monitoring are an important part of the online safety picture, LGBs and trustees will consider a whole school/college approach to online safety. This will include a clear policy on the use of mobile technology, where it is permitted. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and we will make it clear that (within the Code of Conduct) the misuse of this will lead to sanctions. Staff are instructed to monitor student use of technology, as appropriate. In addition, LGBs and trustees will review the use of filters and monitoring to ensure that the effectiveness is regularly reviewed.

Filtering & Monitoring

All schools and the College are compliant with the DfE Standards with regard to filtering and Monitoring.
Standards for Schools and Colleges

The DSL and Headteacher/Principal are responsible for ensuring the standards are met. This will be monitored by the Safeguarding Lead Governor during the termly monitoring visits and reported to the Trust Directors.

Day to day management of the filtering and monitoring systems requires specialist knowledge and will be carried out by the Trust IT team in conjunction with the DSL's.

The effectiveness of filtering and monitoring systems will be formally reviewed and recorded at least annually by the Trust, DSL, safeguarding governor and IT leads. This is embedded in the safeguarding governor annual monitoring visit process.

The IT team will:

- Maintain the filtering and monitoring systems
- Provide filtering and monitoring reports and notifications
- Complete actions following concerns or checks to systems
- Work with the DSL's to respond to evolving trends highlighted through filtering and monitoring

The DSL will:

- Receive and act upon filtering and monitoring reports
- Act upon safeguarding concerns raised
- Work with the IT Team to respond to evolving trends highlighted through filtering and monitoring

Artificial Intelligence (AI)
The Trust recognises that emerging technologies present safeguarding risks including:

- AI-generated sexual images
- Deepfakes
- Image manipulation
- AI-enabled grooming
- AI-enabled cyberbullying
- AI-generated misinformation and disinformation

Staff should report concerns relating to AI-generated content via normal safeguarding procedures.

15. Safer Recruitment

All Academies will ensure that safer recruitment practices are always followed at all times in line with the RHT Recruitment & Selection Procedures and safer recruitment practices detailed in Keeping Children Safe in Education which include:

- 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. In addition, all references will be verified and recorded.
- As part of the shortlisting process, schools/college should consider carrying out digital screening: an online search as part of due diligence.
- 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 to include reference to the Trust's commitment to safeguarding and promoting the well-being of pupils.
- Schools will ensure recruitment processes reflect the revised definition of regulated activity introduced through the Crime and Policing Act 2026 and will apply all safeguarding checks required by law.

16. **Staff Suitability** *(This section is only for Academies providing education to pupils under the age of eight. Secondary schools should not use this section of the form provided in* ***Appendix G****)*

All centres providing care for pupils under eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the academy, unless they apply for and are granted a waiver from Ofsted. The Academy will provide support with this process.

APPENDICES

Appendix A Types of Abuse

This section includes the following types of abuse: physical, sexual and emotional abuse, neglect, domestic abuse and fabricated/induced-illness.

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It is not accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they do not need and making the child unwell – known as fabricated or induced illness (FII). There is no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

Sexual abuse is forcing or persuading a child to take part in sexual activities. This does not have to be physical contact and it can happen online. Sometimes, the child will not understand that what is happening to them is abuse. They may not even understand that it is wrong.

Emotional abuse is the ongoing emotional maltreatment of a child. It has sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare, humiliate a child, isolating, or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this is not always the case.

Neglect is the ongoing failure to meet a child's basic needs and is abuse. A child left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A neglected child will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

Domestic abuse may take many forms, including where they see, hear or experience its effects. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children, and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see the Academy as a safe retreat from problems at home or alternatively not attend the Academy through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess, but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult–child conflict. Children sometimes disclose what is happening or may be reluctant to do so, hoping that someone will realise something is wrong.

Operation Encompass is a Police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse. https://www.operationencompass.org/

Child-to-Parent or Caregiver Abuse
Abuse can occur where a child causes physical, emotional, financial or coercive harm towards a parent or caregiver.

Fabricated or Induced Illness (FII) is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause. FII can cause significant harm to children.

FII involves a well-child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than she/he has in reality and suffering harm as a consequence. There are three main ways of the parent/carer fabricating or inducing illness in a child: Fabrication of signs and symptoms, including fabrication of past medical history. Fabrication of signs and symptoms and falsification of hospital charts, records, letters, documents, and specimens of bodily fluids. Induction of illness by a variety of means.

The possibility of fabricated and induced illness should be considered where there are discrepancies between professional and parental perceptions of the child's needs or of any illness or disability and where there is a possibility of significant harm to the child. Where there are suspicions of FII in a child, the Academy's DSL must make a referral to Children's Social Care and/or the Police. Parents should not be informed of suspicions at this stage.

Appendix B Child-on-child Abuse, Sexual Harassment and Sexual Violence

At Richard Huish Trust we have a zero tolerance approach to all types of abuse. Incidents will be taken seriously and all staff must recognise that children and young people can and do abuse their peers and this must not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys

being boys'. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the school's/college's Behaviour Policy and Anti-Bullying Policy.

Child-on-child abuse can include but is not limited to:

- Bullying including cyber-bullying and on line abuse
- Physical abuse including hitting, kicking, biting, hair pulling
- Abuse in intimate personal relationships between peers
- Sexual harassment such as sexual remarks, comments, jokes and online sexual harassment,
- Sexual violence such as sexual assault, assault by penetration and rape
- Consensual and non-consensual sharing of nude and semi-nude images or videos (sexting)
- Upskirting which 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
- Initiation and hazing types of violence including rituals, challenges and other activities involving harassment, abuse of humiliation as a way of initiating a person into a group
- Gang violence, threats or coercion

Child-on-child abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children and young people by abusive and bullying behaviour of other children and young people, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. It should also be noted that there could be intra familial harms, abuse with the family environment, and it may be necessary to support siblings following incidents of abuse.

Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator. Interventions should seek to safeguard all children involved and prevent escalation of harmful behaviours.

In order to minimise the risk of child-on-child abuse, the school/College will:

- Have a planned curriculum in place as part of a whole school approach, and relevant policies in place - Behaviour Policy, Anti-Bullying Policy) and reflective learning. It is important that pupils/students understand that the law on child-on-child abuse it there to protect them rather than criminalise them.
- Deliver an age-appropriate programme - Relationship Education (Primary), Relationship & Sex Education (Secondary) and Health Education for all pupils - develop pupils understanding of acceptable behaviour and keeping themselves safe. At the College, this is through Tutorial provision.
- Have a system in place for any pupil to raise concerns with a member of staff, knowing that they will be listened to, believed and valued. Promote this in a place where it can be seen and heard by students/pupils for example on notice boards, in toilets, assembly, class or tutorial time.
- Adopt a contextual approach to safeguarding. This enables the College/school and other support services to better identify high-risk groups, areas and environments within our community that increase the risk of abuse occurring and take appropriate action.
- The DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any areas for development. This might 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.

Responding to incidents of child-on-child abuse, the school/college will:

- Ensure the immediate safety of students/pupils involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child or young person, 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 abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child or young person's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality. Staff must keep a record of the conversation and take further action as appropriate, which could include involving the DSL or a senior member of staff. Actions should be in line with those for a child or young person making a disclosure. If the concern raised by the pupil/student relates to child-on-child abuse, it must be correctly recorded, written or electronically.
- When there has been a report of a sexual nature, the DSL should make a risk and needs assessment.
- The DSL will take appropriate action depending on the disclosure which could be to manage the incident internally, refer to **Family Help**, refer to Children's Social Care, or report to the Police.
- The victim must be supported at all times and it is good practice to meet with the victim's parents or carers to discuss arrangements to safeguard the victim.

A diagram outlining the process for responding to child-on-child abuse can be found in **Appendix J (2).**

The Academy 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 Tool should be utilised to inform assessment of risk and what actions to subsequently take. Somerset County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the **Brook Advisory Service** to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.
- Proportionate action will be taken and consideration given to whether a case can be managed internally or whether support from other support agencies is required.
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault):
    - Cases will be reported to the Police regardless of the age of criminal responsibility (10 years old)
    - A concurrent referral to Children Social Care must also be made

    - Children Social Care will determine whether an assessment is required under sections 17 or 47 of the Children Act 1989
    - Where the report includes an online element, the setting will follow the following government guidance: Searching, Screening and Confiscation at School and Sharing Nude and Semi-Nude Images
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed regularly or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

Appendix C Key Safeguarding Areas

This section includes CSE, CCE, County Lines, Dangerous Drugs, Radicalisation and Extremism, Prevent Duty, Honour-based Abuse, FGM, Forced Marriage, Breast Ironing, Faith Abuse, Historical Abuse, Hate Crime, Online Abuse, Grooming, Missing Children and Private Fostering.

Child Exploitation: Child Sexual (CSE) and Child Criminal Exploitation (CCE)
There will be circumstances that give cause for serious concern about the welfare of children; such as Child Exploitation (CE). The exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

CSE can occur using technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones. In all cases, those exploiting the child/young person have power over them virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

The definition, updated March 2017, states:
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CCE occurs when an individual or group take advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being

- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education
- children who are pregnant
- children who are young parents
- children who displaying concerning or harmful behaviours towards others

Somerset's CSE screening tool: https://sscb.safeguardingsomerset.org.uk/cse-risk-assessment-tool/

Violence Against Women and Girls (VAWG)
The Trust recognises that misogyny, sexual harassment, sexual violence, coercive behaviour, online abuse and harmful attitudes towards women and girls can be indicators of safeguarding risk.
Staff should challenge discriminatory behaviours and report concerns through safeguarding procedures.

County Lines, Cross Borders, Gangs, Trafficking and Cuckooing
These are Police terms for urban gangs supplying drugs to suburban areas and market/or coastal towns using dedicated mobile or 'deal lines'. Gangs use children and vulnerable people to move drugs and money. Often they take over the homes of vulnerable adults and children by force or coercion in a practice referred to cuckooing. Getting involved in gang culture can have serious and potentially devastating consequences, with dealers/offenders/members not afraid to use violence. There are people themselves vulnerable and at risk of exploitation by gang members from outside the county. Any activity that deems to be suspicious, or involve drug dealing/crime/exploitation should be passed to the Police on 101. Should young people thought to be involved the **Family Help** assessment is a useful tool. A request for involvement to CSC/police is needed if the child is at immediate risk of harm.

Further information on County Lines: https://www.childrenssociety.org.uk/what-is-county-lines

https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

Dangerous Drugs
As part of the statutory duty on education providers to promote pupils' wellbeing, the academy has a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that education staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service;
- Tackle problem behaviour in schools with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.
- Have a designated, senior member of staff with responsibility for the drug policy and all drug issues within the setting.

- Establish relationships with local children and young people's services, health services and voluntary sector organisations to ensure support is available to pupils affected by drug misuse (including parental drug or alcohol problems).

Searching and Confiscation Advice can be found in Screening, searching and confiscation; advice for Head teachers, staff and governing bodies.

Radicalisation and Extremism is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

"Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas" (HM Government Prevent Strategy 2011).

Prevent is one part of the United Kingdom's counter-terrorism strategy (CONTEST) and aims to stop people from being exposed to extreme ideologies and becoming radicalised. The CONTEST strategy is divided up into four priority objectives:

- Pursue – stop terrorist attacks
- Prepare – where we cannot stop an attack, mitigate its impact
- Protect – strengthen overall protection against terrorist attacks
- Prevent – stop people becoming terrorists and supporting violent extremism

It is an approach that involves many agencies and communities, to safeguard people who may be at risk of radicalisation. Since the publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been attempts to radicalise vulnerable children and young people to develop extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

We take the 'Prevent' duty seriously and recognise that Safeguarding against extremism and radicalisation is no different from Safeguarding against any other vulnerability; it is about protecting children and young people from being groomed and exploited by others. DSLs 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). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. https://www.gov.uk/government/publications/prevent-duty-guidance

Further advice for schools on the Prevent duty

The Home Office has developed three e-learning modules:

• Prevent awareness e-learning offers an introduction to the Prevent duty

• Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.

• Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate against Hate https://educateagainsthate.com is a government website designed to support teachers and leaders to help them safeguard their students from radicalisation and extremism. The

platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training.

Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. Children must be protected from messages of all violent extremism.

Honour-Based Abuse (HBA)
So-called 'honour based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, Forced Marriage, practices such as breast ironing and non-violent forms of abuse.

All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)
FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation). It is also sometimes referred to as female genital cutting or female circumcision. The practice is illegal in the UK.

FGM is not an issue that can be decided on by personal preference – it is an illegal, extremely harmful practice, and a form of child abuse and violence against women and girls. Professionals in health, social care and teaching have a statutory duty to report all cases of FGM to the Police where disclosure or signs of FGM are noted, or where a person knows or suspects FGM has been – or will be – perpetrated. When someone reports FGM to the Police, they should ask for a crime reference number.
If there is an IMMEDIATE RISK, call the Police on 999 (emergency number).
If there is NO immediate risk, call the Police on 101 (non-emergency number).

Forced Marriage
The UK Government describes this as taking someone, usually overseas, to force them to marry (whether or not the FM takes place), or marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not). Breaching a Forced Marriage Protection Order is a criminal offence.
https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

When a disclosure or signs of FM are noted, staff should always alert the Headteacher and DSL immediately. We should never attempt to intervene directly as an academy or through a third party. In such situations, the DSL will always call either Somerset Direct/Police and/or the **Forced Marriage Unit on 020 7008 0151**.

Breast Ironing/Binding

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear. When a disclosure or signs of breast ironing are noted, staff should always alert the DSL immediately.

Faith Abuse
Faith abuse is linked to a belief in witchcraft or possession by spirits and demons. In such instances, physical and/or psychological violence may be used in order to "get rid" of the possessing spirit.

Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs."
Faith abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged "diagnosis" and "exorcism" may take place.

When a disclosure or signs of faith abuse are noted, staff should always alert the DSL immediately. The DSL will always call Somerset Children's Social Care Emergency Duty Team on 0300 123 2224.

Historical Abuse
Historical abuse (also known as non-recent abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.

The Police should be informed about allegations of crime at the earliest opportunity. Any reports of historic abuse made to Avon and Somerset Police must be to the Safeguarding Co-ordination Unit 01823 349037.

Hate Crime
A Hate Incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. If you, or anyone you know, has been called names, been bullied or had anything happen to them that you think may be because of one of these factors, then you should report this as a hate incident. Not all hate incidents will amount to criminal offences, but those that do become hate crimes.

Online Abuse
This type of abuse happens on the web, through social networks, playing online games or using a mobile phone. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Grooming
Is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed

online or face-to-face, by a stranger or someone they know for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

Missing Children

Anyone under the age of 18 years is to be considered "missing" if he/she is absent from his/her place of residence without authority to a degree or in circumstances where the absence causes concern for safety of the child or a danger to the public" This includes children and young people who have been forced to leave home and those whose whereabouts are unknown and those who feel they have had to leave home (rather than making a positive choice to do so).

High risks concerns include where:

- The responsible adult has no indication when the child is likely to return
- The child develops a pattern of going missing repeatedly
- The child's location is unknown, or reason for absence is unknown there is cause for concern for the child because of their vulnerability
- The child is at high risk of CSE/gangs
- The child is pregnant or has a young child
- The child has a history of suicidal thoughts or behaviours
- The child is at risk of radicalisation

Private Fostering

Private fostering is when a child under the age of 16 (18 if they are disabled) lives with someone who is not a close relative, guardian or person with parental responsibility for 28 days or more. Private fostering is not the same as fostering arranged by the local authority.

Children and young people become privately fostered for a variety of reasons:

- Their parents live overseas and they come to this country to attend school
- Their parents are ill and cannot look after them
- Their parents work away from home, possibly abroad
- Their parents have come to the UK to study or work and require someone to look after their children
- They are teenagers who are estranged from their families

The Children Act 1989, and section 44 of the Children Act 2004, outlines the legal duty of LA to make sure that the welfare of all privately fostered children is safeguarded and promoted. The law says that the Local Authority (LA) must be told about all private fostering arrangements. The child's parents or carers should notify the LA of the arrangement, although anyone else involved in making the arrangement or who is aware of it also has a responsibility to inform us.

A Social Worker will need to check the placement is suitable and that all the needs of the child or children are being met. They will also speak to the child or children to make sure that a thorough assessment of the placement is carried out. When the LA are made aware a child may be privately fostered, a request for involvement will be made to Somerset Direct.

Appendix D Sample Letter for Schools where staff cannot access Smartlog

Only to be used in hard copy using the template letter below (or similar) Where Staff are unable to access Smartlog.

Staff confirm they have read the Safeguarding & Child Protection Policy and KCSIE Part 1

School Name ……. **Academic Year 2023-2024**

Please sign and return to ……. [Name of DSL] …….. **By Monday 26 September 2023**

I, _____ [insert name] _____ have read and understood the contents of the following documents and understand my role and responsibilities as set out in these documents: RHT Safeguarding & Child Protection Policy and Part 1 KCSIE

I am aware that the DSLs are:

[school DSL /DDSL]

and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in ……[insert location]……

Signed _____ Date_____

Appendix E Attendance *This section should read in conjunction with the Attendance Policy*

Unexplainable and or Persistent absence from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

The school will follow the guidance detailed in Children Missing Education (2016); Working together to Improve School Attendance (2024) and Somerset Education Safeguarding Policy for Children Missing Education.

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

- of any pupil who fails to attend school regularly
- of any pupil who has been absent without the school's permission for a continuous period of 10 school days or more

Children on roll Where there are children on roll but missing education through complex, refusal or medical need (including those cases open to education welfare service, health or SEN) remain in the setting responsibility for safeguarding and procedures will be put in place to monitor their wellbeing. Should a child/parent refuse or be non-attending due to a court process for poor

attendance the Academy needs to escalate and monitor welfare. Cases should be referred to *The Team around the School* who will consider support or escalation.

Children with Medical Needs Long-term absence due to medical need: pupils at Academies with medical conditions must be supported so that they have full access to education, including Academy trips and PE.

- LGBs must ensure arrangements are in place to support students with medical conditions.
- LGBs should ensure that Academy leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

Elective Home Education
The school will notify the Local Authority of whenever a parent or carer chooses to withdraw their child from school to be educated at home. Any concerns about the suitability of home education will be shared with the Education Safeguarding Service. If there are significant safeguarding concerns, appropriate action will be taken to ensure the right support is put in place to keep the child safe.

Home-stays (Exchange Visits)
If children are staying with parents from overseas as part of an exchange, the guidance is an enhanced DBS check needs to be carried out on the host family. If there are other people in the family aged over 16, then the Academy will decide whether they will do an enhanced DBS check for those 16 and 17-year olds who live in the house.

Appendix F Single Central Record (SCR)
Keeping an accurate Single Central Record is a statutory requirement and an essential part of keeping children safe in education and forms part of the statutory guidance KCSIE, which applies to all maintained schools and academies.

The SCR is covered by the statutory guidance included within KCSIE and is a requirement of the School Staffing Regulations (and Independent School Regulations for Academies).

Single Central Record Checklist

	Yes	No	Action Required
Is a single central record (SCR) in place for all staff including supply staff and additional music/PE staff?			
Does the SCR include all others who work regularly or intensively with children, including volunteers?			
Does the SCR indicate that identity checks have been carried out and by whom?			
Is there evidence on the SCR that all staff have been checked against the Barred List (previously List 99)?			
Does the SCR record the date when the DBS and/or Barred List checks was carried out and who carried out the check?			

Does the SCR record that further overseas criminal checks have been undertaken as appropriate?			
Does the SCR record professional qualifications – where the qualification is a requirement of the job?			
Does the SCR record evidence that a Prohibition from Teaching check has been carried out on all teaching staff employed since September 2013?			
Does the SCR record evidence a check of 'Right to Work' in the UK and suitability checks as appropriate?			
Have all *relevant (domestic settings only)* staff been asked been asked to complete a declaration confirming that they are not disqualified in line with the Childcare Act 2006 and the (Disqualification) Regulations 2009? Is evidence of these checks included on the SCR?			
Have copies of documents used to verify identity, qualifications and Right to Work in the UK been retained in individual personnel files?			
Does the SCR evidence that checks in respect of Section 128 directions have been undertaken for persons taking part in the management and head of departments of all settings? This includes maintained schools.			

NB: You are not required to keep copies of DBS certificates and in line with the Data Protection Act; copies of DBS certificates should not be retained for longer than 6 months.

Appendix G Staff Disqualification Declaration – only for use by staff who cannot access Smartlog to complete the annual declaration ***For Academies providing education to pupils under the age of eight only***

Name of school:	
Name of staff member:	Position:
Orders and other restrictions	**Yes/No**
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	

• Any offence against or involving a child?	
• Any violent or sexual offence against an adult?	
• Any offence under The Sexual Offences Act 2003?	
• Any other relevant offence?	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	

Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies):	
You should also provide a copy of the relevant order, caution, conviction, etc. in relation to cautions/convictions, a DBS Certificate may be provided.	

Declaration			
In signing this form, I confirm that the information provided is true to the best of my knowledge and that: • I understand my responsibilities to safeguard children. • I understand that I must notify my Headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.			
Signed		Date	
PRINT NAME			

Appendix H SSCP - Somerset Safeguarding Children Partnership

The Somerset Safeguarding Children Partnership (SSCP) is the statutory, multi-agency partnership with responsibility for coordinating, monitoring and challenging all activity relating to safeguarding children and young people living in Somerset. Safeguarding Children Partnerships were set up as a result of the 2004 Children Act and are regulated by that law.

The work of the SSCP is broad and varied but includes:

- Developing multi-agency policies and procedures for safeguarding.
- Communicating the need to safeguard and promote the welfare of children to professionals and the public.
- Conducting Serious Case Reviews when a child dies or is seriously harmed and abuse or neglect is suspected.
- Ensuring procedures to ensure a coordinated response to unexpected child deaths.
- Collecting and analysing information about all child deaths that occur in the area to identify issues of concern.
- Providing multi-agency training and development to staff on safeguarding children.
- Participating in the strategic planning of children's services.

The SSCP have developed a range of training opportunities and a variety of information, advice, tools and resources is located on the website: http://sscb.safeguardingsomerset.org.uk/.

Appendix I Safeguarding Contacts and Useful Information/Websites

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

If a child is at immediate risk call the POLICE	**Call the POLICE on 999**	
To make an URGENT referral (i.e., a child is likely to suffer or is suffering significant harm)	**Phone Somerset Direct on 0300 122 2224**	
To make a NON-URGENT referral, complete an **Family Help** Assessment and send to	Email SDInputters@somerset.gov.uk	
To raise concerns or ask for advice about radicalisation	Phone PREVENT DUTY on 01278 647466 or Email PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	Phone the Lighthouse Safeguarding on 01278 649228	
DSL Consultation Line 0300 123 3078	**Family Help Hub** 01823 3555803	**Critical Incident Support** EPS SSE 01823 357000

If you have concerns about a professional working with a child

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	**Local Authority Designated Officer (LADO)** **Anthony Goble 0300 122 2224**

For information and guidance relating to safeguarding practice, policy and procedures

Education Safeguarding Service	**Email ESS@somerset.gov.uk**
Child sexual exploitation & child criminal exploitation	**Operation Topaz (Avon and Somerset Police)** www.avonandsomerset.police.uk/forms/vul
Child Missing from Education	**Online notification form – Somerset County Council**

Children affected by Forced Marriage	**Forced Marriage Unit** Phone 020 7008 0151 Email fmu@fco.gov.uk
Online Safety Advice	**Professional Online Safeguarding Helpline** Phone 0344 381 4772 Email helpline@saferinternet.org.uk
Reporting online sexual abuse and grooming	**Child Exploitation and Online Protection Command** https://www.ceop.police.uk/ceop-reporting/
FGM advice	**NSPCC FGM Helpline** Phone 0800 028 3550 Email fgmhelp@nspcc.org.uk
Domestic Abuse Helpline	**Phone 0800 6949999**
Young Carers – advice and support	**Phone 0300 123 2224** **Email YoungCarersmailbox@somerset.gov.uk**
Whistleblowing professional policy	**NSPCC Whistleblowing hotline** Phone 0800 028 0285 Email help@nspcc.org.uk
Primary Mental Health Advice (CAMHS)	**Email CYP@somerset.org**
LGBT	https://www.stonewall.org.uk/ **2BU Somerset https://www.2bu-somerset.co.uk/**

Teaching about Safeguarding, useful information and websites

Online safety https://www.gov.uk/government/publications/teaching-online-safety-in-schools

https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes
This includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

UK Council for Internet Safety (UKCIS) guidance
https://www.gov.uk/government/publications/education-for-a-connected-world

National Crime Agency's CEOP education programme https://www.thinkuknow.co.uk/

Public Health England https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview

Reasonable Force Use of Reasonable Force in Schools (2013)

Reducing the need for restraint and restrictive intervention (2019)

Information sharing & GDPR

• It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Chapter 1, Working Together to Safeguard Children, which includes a guide to information sharing.

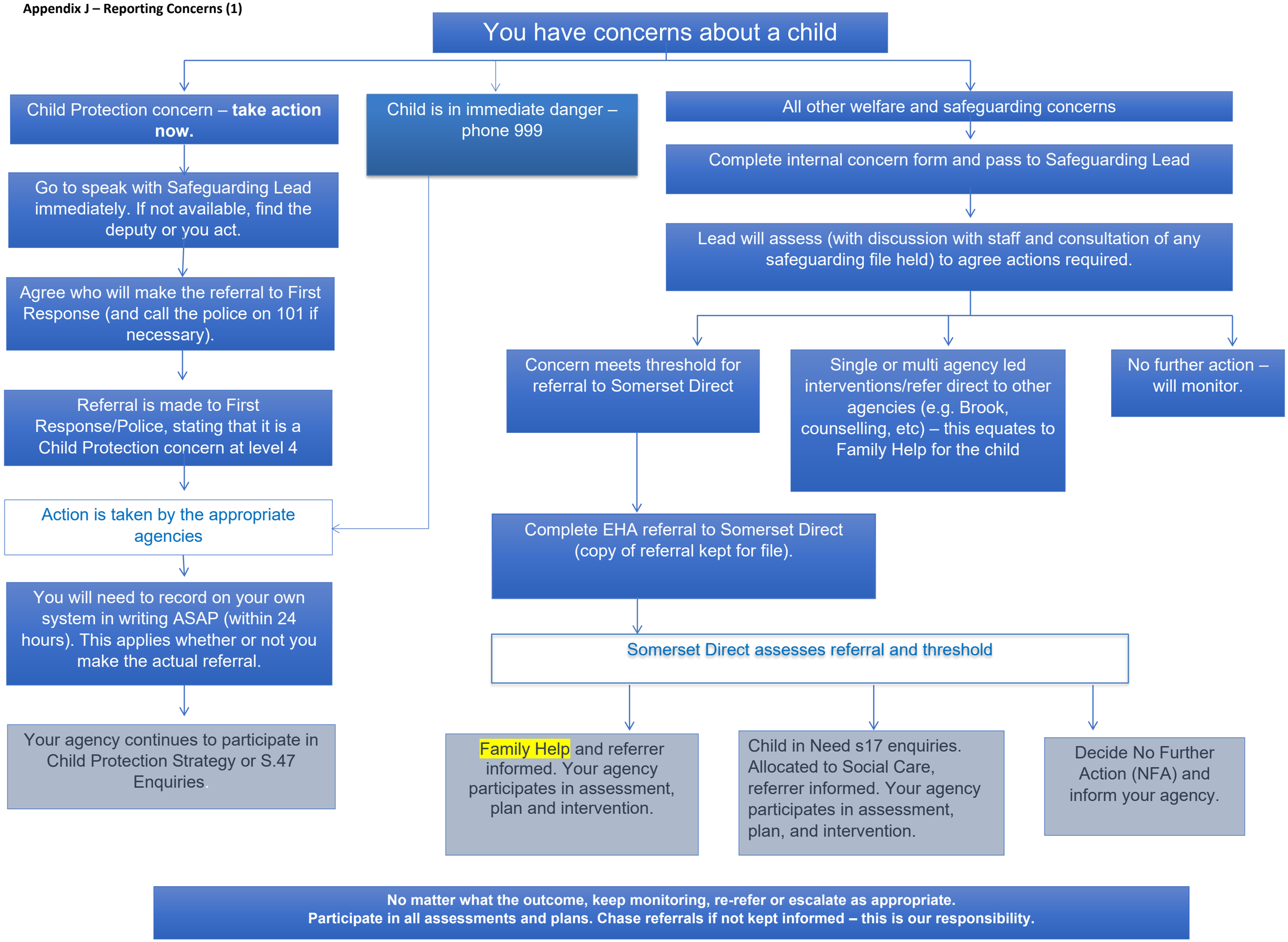
• Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful.

• The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance

• Data protection: toolkit for schools

https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

Appendix J – Reporting Concerns (1)



Safeguarding Response to Mental Health and Child-on-Child Abuse

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)

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

There is a concern about a learner's mental health

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

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

Secure the safety of the learner(s) involved and source support for any other young people affected

Record the concern/incident in line with your setting's safeguarding and child protection policy, DSL and deputies are notified

The concern is reviewed by the DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any safeguarding and child protection concerns.

Examples of child-on-chlid abuse
- Bullying (and cyberbullying)
- Physical abuse
- Sexual violence and sexual harassment
- Upskirting
- Sexting
- Initiation/hazing type violence and rituals

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

Concern and need reviewed alongside learner and family

Concern can be managed internally through setting-based Family 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

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)
- *NSPCC: When to call the police* (link)

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 learners involved in the incident(s).

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

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

Appendix K: Safeguarding link governor, role description

Purpose of role

One of the most important duties that a governing board fulfils is to ensure that their school/college is creating safe environments for pupils through robust safeguarding practices.
Governing boards must appoint a governor to take leadership responsibility for their school/college safeguarding arrangements.

The appointed governor should take the lead on safeguarding. However, the governing board retains collective responsibility for making sure that safeguarding procedures are properly followed.

All governors undertake safeguarding training such that everyone has the knowledge and information needed to perform their functions and understand their responsibilities.

Safeguarding governor duties:

1. Work with the designated safeguarding lead

The designated safeguarding lead (DSL) is a senior member of the school/college leadership team who takes lead responsibility for safeguarding and child protection. The safeguarding governor is the board's main point of contact with the DSL and so they should:

- build an effective relationship with the DSL that allows for appropriate support and challenge
- arrange termly monitoring visits with the DSL to learn about the school/college context and how this influences the approach to safeguarding
- through discussion with the DSL (and other stakeholders within the school/college community), understand the school/college's safeguarding strengths and areas for development
- meet with the DSL termly (monitoring visit) to discuss (without specific pupil details) any safeguarding incidents; conversation should be around the suitability of policies and whether any amendments are necessary
- use meetings and visits with the DSL to monitor progress on any strategic safeguarding priorities
- ensure the DSL has received the training they need and is well supported to carry out their role
- talk to the DSL about staff safeguarding training, seeking assurances that staff are up to date with policy and procedures and know what steps to take if they have concerns
- check and monitor specific safeguarding actions such as single central record checks, filtering and monitoring processes and the recording of safeguarding incidents
- gather the voice of the pupils and staff around their knowledge/experience of safeguarding within the school/college

2. Understand how safeguarding works in practice

The safeguarding governor should be aware of the legal duties that schools/colleges, and their governing boards, must comply with to keep pupils safe. It's also important to build an understanding of how safeguarding procedures work in practice.

This should focus around:

- reading and understanding Keeping Children Safe in Education (KCSiE), the DfE's statutory safeguarding guidance (this is a requirement for all governors and trustees)
- building a knowledge and understanding of the school/college or trust's safeguarding policies and procedures, ensuring these are effective, regularly reviewed and updated
- observing (through arranged visits) how the culture of safeguarding is working within the school/college
- understanding how safeguarding is built into the school/college curriculum and how pupils are taught about staying safe (including online safety)
- using any safeguarding assessments or audits (sometimes conducted by local authorities) to help ascertain the robustness of safeguarding procedures and systems
- using data (often supplied within DSL safeguarding reports) to spot trends, for example, absence rates for looked-after children

3. Report back to the Governing Board and keep them up to date

As the board's specialist on safeguarding and child protection, the safeguarding link governor should:

stay up to date on relevant guidance and policy (including local guidance), ensuring the board are made aware of any changes to their safeguarding responsibilities

report to the governing board following monitoring meetings with the DSL and any visits/interactions with staff and pupils

ensure safeguarding is given suitable coverage and prominence within the board's discussions

feed in to governing board discussions, ensuring that decision making is based on a sound understanding of both the legal requirements and the school/college procedures and culture

ensure that the results of safeguarding audits are shared with the board and any concerns addressed

support the board's oversight of the school/college/college record of pre-appointment checks (the single central record); this oversight comes from DSL reports to the board (not through the board directly administrating or auditing the record)

Appendix L:

Boarding, Residential Accommodation and Overnight Stays

The Richard Huish Trust recognises its responsibility to safeguard and promote the welfare of all children and young people during residential activities, educational visits, sports tours, fieldwork, exchange visits, and any other Trust activity involving overnight accommodation.

In accordance with *Keeping Children Safe in Education 2026* (paragraphs 197-202), all Trust schools and colleges must ensure that accommodation arrangements are planned and managed in a manner that prioritises the safety, welfare, privacy and dignity of all pupils and students.

Where sleeping accommodation is provided, room allocations and shared sleeping arrangements will normally be based on a child's biological sex. Pupils and students of the opposite biological sex will not be accommodated in shared bedrooms, dormitories or other sleeping accommodation.

Where a child or young person is questioning their gender, requests alternative accommodation arrangements, or where individual circumstances require further consideration, the Headteacher/Principal and Designated Safeguarding Lead (DSL) will ensure that an appropriate safeguarding and welfare risk assessment is undertaken. This assessment will consider:

- The safety, welfare, privacy and dignity of the child or young person concerned.
- The safety, welfare, privacy and dignity of other pupils or students.
- The views of the child or young person and, where appropriate, their parents/carers.
- Any relevant safeguarding, medical, SEND or wellbeing considerations.
- The suitability and availability of alternative accommodation arrangements.
- The practical requirements of the visit or residential setting.

Where appropriate and reasonably practicable, alternative arrangements may be considered, such as the use of separate sleeping accommodation. Any arrangements must be proportionate, clearly documented, communicated to relevant staff, and reviewed where circumstances change.

The Trust expects all residential visit planning and risk assessments to include consideration of accommodation arrangements, supervision, privacy, changing facilities, welfare needs and any safeguarding risks associated with overnight stays.

Responsibility for ensuring compliance with this requirement rests with the Educational Visits Co-ordinator (where applicable), visit leader, Designated Safeguarding Lead and Headteacher/Principal. All decisions must be made in the best interests of children and young people and be consistent with current safeguarding legislation, statutory guidance and Trust policies.