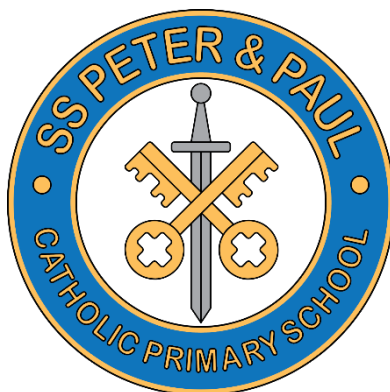


SS Peter and Paul Primary School



Safeguarding and Child Protection Policy



Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2026	C P Burns	September 2027

Ratification

Role	Name	Date
Chair of Governors	Anthony Palmer	September 2026
Headteacher	Carol Burns	September 2026

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PART 1: Policy

1.1 Definitions

Safeguarding is defined as:

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

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

1.2 Introduction

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

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

SS Peter and Paul is committed to safeguarding and promoting the welfare of children by:

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

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

- **Current legislation**
- **Statutory, national, and local guidance – this includes:**
 - [Working Together to Safeguard Children](#)

- [Keeping Children Safe in Education](#)
- [Early Years Foundation Stage statutory framework](#)
- **Local Guidance from the Local Safeguarding Partnership.**
- **Government guidance in relation to:**
 - **COVID19**
 - **Specific topical safeguarding issues**

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

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff
- Behaviour
- E-Safety
- Self-Harm
- Policy on Supporting Children in Care
- Attendance
- Health and Safety

1.3 Equalities Statement

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

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

We adhere to both the [Bristol Equality Charter](#) and the [Bristol Children's Charter](#) and seek to contribute to the [One City Plan](#).

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

SS Peter and Paul also adheres to the principles of, and promotes anti-oppressive practice in line with, the [United Nations Convention on the Rights of the Child](#) and the [Human Rights Act 1998](#).

1.4 Professional expectations, roles, and responsibilities

1.5.1 Role of all staff

- All staff are given time to read and understand Part one of Keeping Children Safe in Education as well as the Behaviour Policy, the Staff Behaviour Policy (code of conduct), and are taught about the role of the Designated Safeguarding Lead (DSL) and Deputies.
- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL.
- Be clear as to the setting's policy and procedures about [child-on-child abuse](#), children missing from education and [those requiring mental health support](#), and the [impact of technology in relation to online safety](#).
- Be involved, where appropriate, in the implementation of individual plans to further safeguard vulnerable learners.

This includes understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort.

- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- To be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

1.5.2 - Role of the Designated Safeguarding Lead (DSL)

Duties are further outlined in Keeping Children Safe in Education Annex B.

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

The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.

- Leads the early identification of vulnerability in learners and their families through staff concerns and safeguarding notifications.
- Manages referrals to local safeguarding partners where learners with additional needs have been identified..

The DSL will also:

- Work with others – acting as a point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.

- Ensure the successful transfer of the Safeguarding/Child Protection File when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.

1.5.3 - Role of the Governing Body

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

The Governing Body will appoint a safeguarding governor who takes responsibility for ensuring that safeguarding and child protection practice, processes and policy (including online safety) are effective and compliant with legislation, statutory guidance and Local Safeguarding Partnership arrangements (Keeping Bristol Safe Partnership).

1.5 Safeguarding training for staff

1.6.1 - All staff:

- Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection training (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction.
- Will receive appropriate safeguarding and child protection refresher training at least annually.
- 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.

1.6.2 - Designated Safeguarding Lead and deputies:

- Will undergo formal training to provide them with the knowledge and skills (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) training required to carry out the role. The training will be updated at least every two years.

1.6.3 - Other training considerations:

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with [School Staffing \(England\) Regulations 2009](#).
- Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.

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

1.6 Safeguarding in the curriculum

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

1.7 Safer recruitment and safer working practice

1.8.1 - Safer recruitment

SS Peter and Paul pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (Part 3).

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

1.8.2 - Use of reasonable force

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

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

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

1.8.3 - Whistleblowing procedures

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

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

1.9 Key safeguarding areas

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

- Children in the court system – Guidance to support children is available
 - [Young witness booklet for 5 to 11 year olds - GOV.UK \(www.gov.uk\)](#)
 - [Young witness booklet for 12 to 17 year olds - GOV.UK \(www.gov.uk\)](#)
- Children affected by parental offending/imprisonment.
- [Children missing from education](#) – including persistent absence.
- [Child Exploitation](#) (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- [Domestic Abuse](#)
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- [Online Safety](#)
- [Mental health](#)
- [Child on child abuse](#):
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
 - Abuse in intimate personal relationships between children (also known as teenage relationship abuse).
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).

- Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
 - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- [Preventing Radicalisation \(The Prevent Duty\)](#)
 - [Serious Youth Violence](#)
 - Substance Misuse
 - [Private Fostering](#)
 - [Young Carers](#)
 - Forced Migration
 - Financial exploitation

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (Annex B); the [NSPCC website - Types of Abuse](#); And for localised resources for education settings [The Bristol Safeguarding in Education website](#).

PART 2: Procedures

2.1 Reporting concerns

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

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

2.2 Information Sharing

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

Staff at the setting are aware that:

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

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

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

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

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

2.3 Identifying and monitoring the needs of vulnerable children.

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

2.4 Multi-agency working

SS Peter and Paul is a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This follows statutory guidance [Working Together to Safeguard Children](#).

Occasions that warrant a statutory assessment under the Children Act 1989:

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

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

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

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

2.4.1 Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a Multi- Agency Risk Assessment Conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to a reduced timetable, the school will consult with the Hope Virtual School following local procedures.
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Connections) who will consider a proportionate response.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance ['When to Call the Police' from the NCPCC](#) can be helpful or contact your r/[Neighbourhood Policing Team](#).
- In the rare event that a child death occurs, or a child is seriously harmed, SS Peter and Paul will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.

2.5 Suspensions, permanent exclusions, and commissioning of Alternative Provisions -

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

- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from school or college or is in alternative provision or a pupil referral unit

2.5.1 - Actions to take

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

2.5.2 - Commissioning Alternative Provisions

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

- [Alternative Provision](#)
- [Education for children with health needs who cannot attend school](#)

2.6 Children Missing from Education

A child missing from education is a potential indicator of abuse, neglect or exploitation, or may be an indicator of a need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with [2.3 Identifying and monitoring the needs of vulnerable learners](#).

SS Peter and Paul will follow the guidance detailed in [Children Missing Education \(2016\)](#) and [Bristol City Council Education Welfare Service – Children Missing Education](#)

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

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

2.6.1 - Elective Home Education

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

2.7 Responding to incidents of child-on-child abuse

(There is a flow diagram in [Appendix B](#) that illustrates this section).

All staff should recognise that children can abuse other children, including online. It is important that incidents of harm are addressed under safeguarding policy alongside the behaviour policy. Concerns about the welfare of children require appropriate processes to be followed and records to be kept on the child's safeguarding or child protection file.

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

At SS Peter and Paul

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

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

- Securing the immediate safety of children involved in an incident and sourcing support for other children affected.

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

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

SS Peter and Paul will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) should be utilised to inform assessment of risk and what actions to subsequently take.
- DSLs/Deputies will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section [2.4 - Multi-Agency Working section](#).
- When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police immediately **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.
- When the children involved require a statutory assessment either under s.17 or s.47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, the setting will follow [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident including any bystanders. This should be reviewed

at least every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

2.7.2 - Contextual safeguarding approach to child-on-child abuse:

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

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

2.8 Responding to allegations of abuse made against professionals.

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

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

2.8.1 - Immediate action must be taken:

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

2.8.2 - Low-level concerns

This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (Part 4). A low-level concern is not insignificant. This process should be used in

events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Patterns of low-level concern will be reviewed and addressed with training if appropriate

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

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

SS Peter and Paul will commit to undertake the following.

- The appointment and training a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of children.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that children can report and share concerns in line with section [2.1 Reporting a concern](#) of this policy.
- Staff will follow a safeguarding process in terms of reporting concerns outlined in [Appendix B](#) so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a child who is displaying acute mental health distress.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies.
- The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- A diagnosis of a mental health problem will be made through the locality [Primary Mental Health Specialists from Child and Family Consultation Services](#).

2.9.1 - Contextual safeguarding approach to mental health

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

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

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

2.10 Online Safety

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

SS Peter and Paul is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum.
- Acknowledging that child-on-child abuse can happen via mobile and smart technology between individuals and groups.
- Provision of education via remote learning will comply with current governmental advice [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/providing-remote-education-guidance-for-schools).
- The effectiveness of the setting's ability to safeguard children in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually in line with the digital and technology standards in schools and colleges [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)
- Online safety arrangements will include harm that may be caused by AI- enabled manipulation including deep fakes and other misuse of the technology to cause harm to an individual
- Online safety leadership will include reviews of the filtering system and regular staff training to ensure any incidents are dealt with correctly.

Appendix A – Key Guidance for safeguarding issues.

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

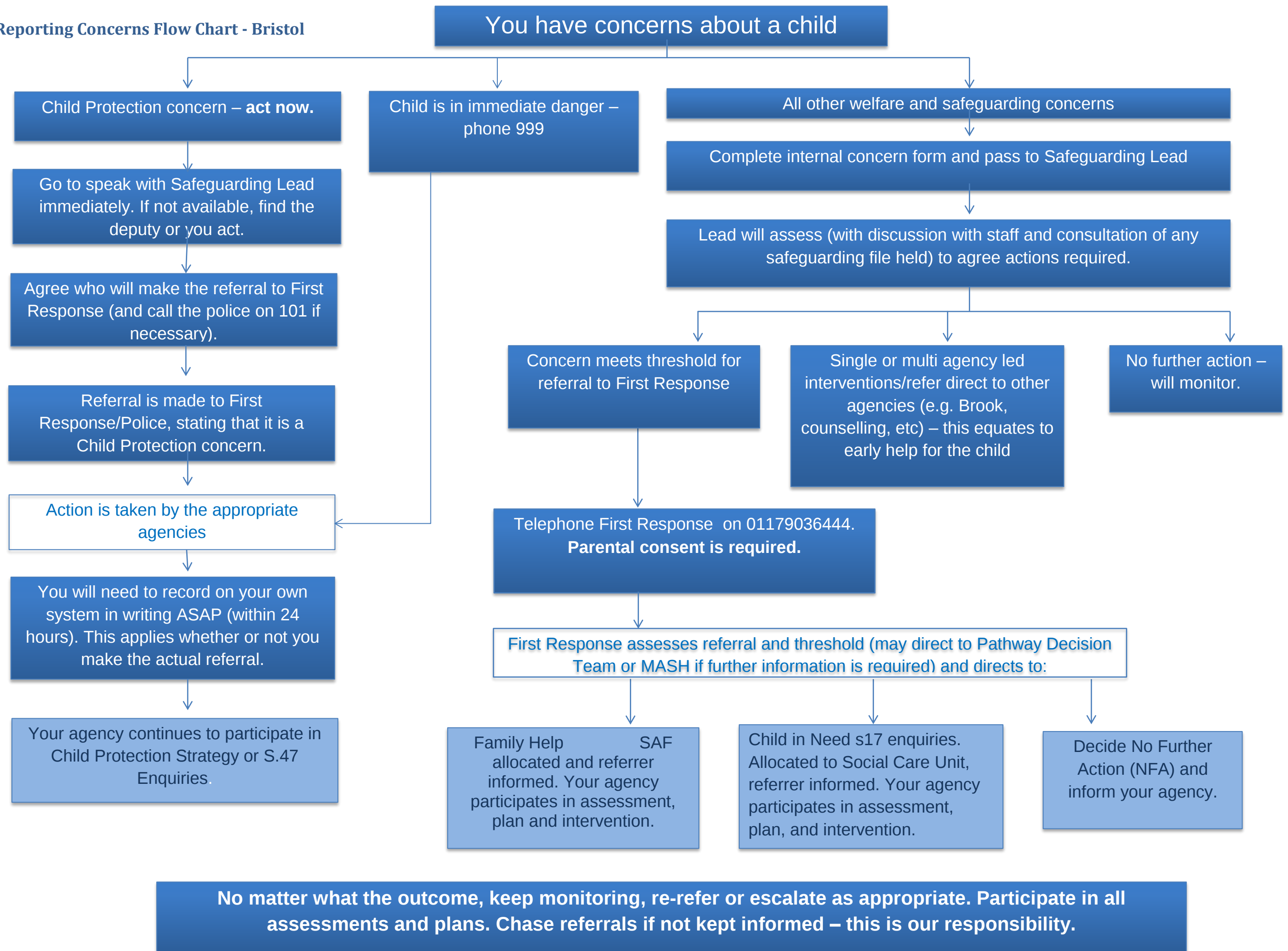
Other multi-agency guidance and policies from the Local Safeguarding Partnerships:

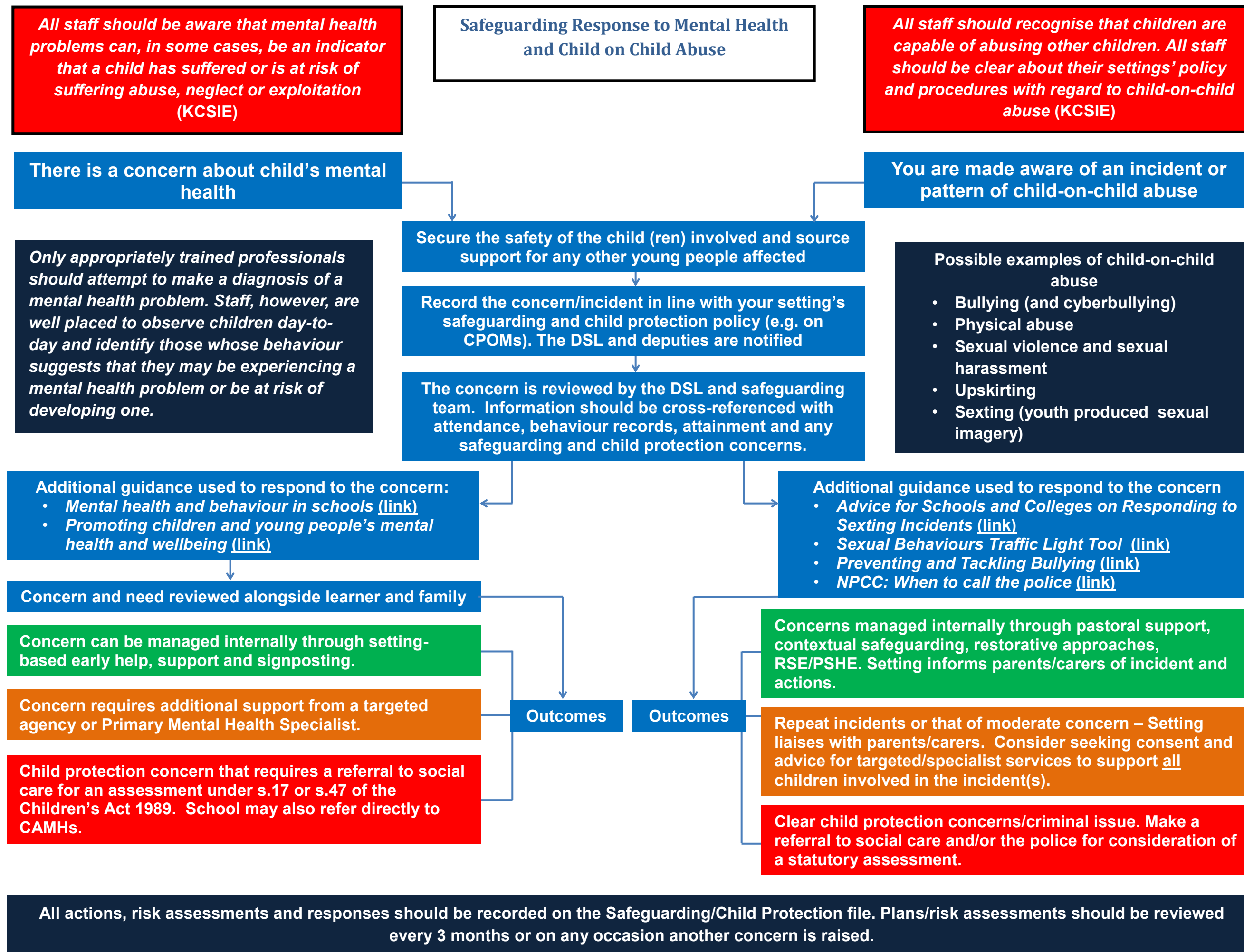
- For Bristol - [Bristol safeguarding children](#)
- For South Glos - [South Glos safeguarding children](#)

Appendix B – Reporting concerns

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

Reporting Concerns Flow Chart - Bristol





Multi-agency contacts

Safer Connections		
Partnership Support: To request non-urgent, non-case specific support from the Partnership Team (such as consultations, training, or coordination around emerging concerns) Where a concern relates to a named child or immediate safeguarding risk, follow the relevant safeguarding referral route rather than using the consultation route. E: saferconnections@bristol.gov.uk		
Report a Child Missing from Education	Bristol City Council – Education Welfare https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme	
Children affected by Forced Marriage	Forced Marriage Unit T: (0) 20 7008 0151 E: fmu@fco.gov.uk	
Online Safety Advice		
For urgent online safety concerns where a child is at immediate risk, contact police or children’s social care without delay.		
Reporting online abuse and grooming	Child Exploitation and Online Protection command https://www.ceop.police.uk/ceop-reporting/	
FGM advice	NSPCC FGM Helpline T: 0800 028 3550 E: fgmhelp@nspcc.org.uk	
Domestic Abuse support (Bristol)	Directorate of local and national services https://www.bristol.gov.uk/crime-emergencies/abuse-violence	
Young Carers – advice and support.	Carers Support Centre T: 0117 958 9980 W: https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/	
Whistleblowing professional policy	NSPCC Whistleblowing hotline T: 0800 028 0285 E: help@nspcc.org.uk	
Child and Adolescent Mental health (CAMHS)		
Primary Mental Health Specialists (advice) Child and Adolescent Mental Health		
South 0117 3408121	East Central 0117 3408600	North 0117 3546800
Avon and Wiltshire Mental Health Partnership NHS Trust 24/7 crisis line: 0800 953 1919		
Advice around harmful sexualised behaviour.	Be Safe 0117 3408700 W: https://www.awp.nhs.uk/camhs/camhs-services/HSB-services/be-safe	
	Brook Traffic Light Tool CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course	

If you have concerns about a child/young person in Bristol

If a child is at immediate risk call the POLICE	POLICE 999	
To make a referral, i.e. a child is likely to suffer or is suffering significant harm, call children's social care.	FIRST RESPONSE - 0117 9036444	
Out of Hours Referrals	EMERGENCY DUTY TEAM - 01454 615 165	
Mental Health Crisis (24 hours, 7 days a week)	Bristol Mental Health - 0300 555 0334	
To raise concerns and ask for advice about radicalisation (also contact First Response).	PREVENT DUTY - 01278 647466 PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	Lighthouse Safeguarding Unit (Avon and Somerset police) 01278 649228 LighthouseBristol@avonandsomerset.police.uk	
For advice and guidance about whether to make a referral	Family Help	
South 0117 9037770	East Central 0117 3576460	North 0117 3521499

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	<u>Local Authority Designated Officer - (LADO)</u> T: 0117 9037795 KBSP LADO notification form
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For information, advice and guidance in relation to safeguarding policy and procedures.

<u>Safeguarding in Education Team</u> T: 01179222532 E: Safeguardingineducationteam@bristol.gov.uk		
South Advisor Helen Macdonald helen.macdonald@bristol.gov.uk 01179222533	East Central Advisor Elizabeth Male Elizabeth.male@bristol.gov.uk 01179222532	North Advisor Colin Clements Colin.clements@bristol.gov.uk 01179222532

Other Local Authorities Contacts

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
South Gloucestershire	Access and Reponses Team T: 01454 866000 - Monday to Thursday 9.00 – 5.00, 4.30 on Friday E: accessandresponse@southglos.gov.uk W: Access and Response Teams (ART) South Gloucestershire Council (southglos.gov.uk)	Emergency Duty Team 01454 615165
North Somerset	Single Point of Access T: 01275 888 808 –Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm W: Children, young people and families North Somerset Council (n-somerset.gov.uk)	
Bath and North East Somerset (BANES)	Children’s Social Work Services T: 01225 396312 or 01225 396313 Mon-Thurs 8:30am to 5pm, Friday 08:30-4:30pm E: ChildCare_Duty@bathnes.gov.uk W: Report a concern about a child Bath and North East Somerset Council (bathnes.gov.uk)	

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

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

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

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

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

Recognise – Respond – Reassure – Refer - Record

Appendix D - Types of abuse and neglect

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

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and

Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

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

To address these additional challenges, the school will consider extra pastoral support for children with SEND.

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children.

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

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

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

frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Appendix E Specific actions to take on topical safeguarding issues

In recognition that the threshold of child protection is 'likely to suffer' significant harm, SS Peter and Paul may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm.

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

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

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

- If there is evidence that a child is experiencing HOtH a referral will be made to First Response on 0117 903 6444.
- If there is intelligence or information which indicates that the child or group of children are at risk of or involved in criminality, the information will be shared with the police via 101 or online via Avon and Somerset Police's online reporting form: <https://www.avonandsomerset.police.uk/forms/vul> This information will support proactive activity to disrupt criminal activity in relation to exploitation or harm outside the home more broadly.

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

Domestic Abuse

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

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

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

Female Genital Mutilation

Mandatory reporting duty: [Click here for government guidance](#)

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

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

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

Travel:

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

- Families are encouraged to notify the education setting when they are looking to travel during term time dates.

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

Online Safety

- SS Peter and Paul understands and responds to online risks including those from emerging technologies.
- For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: helpline@saferinternet.org.uk
- Where there have been established cases of online abuse or grooming, the school settings should alert - [Child Exploitation and Online Protection command \(CEOP\)](#)

Mental health – [linked to section within main body of this policy](#)

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

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

- If there is evidence that a child is experiencing HOTH [Name of setting] will make a referral to First Response on 0117 903 6444.
- If there is intelligence or information which indicates that the child or group of children are at risk of or involved in criminality, [Name of setting] will share information with the police via 101 or online via Avon and Somerset Police's online reporting form: [Report child sexual exploitation | Avon and Somerset Police](#) This information will support proactive activity to disrupt criminal activity in relation to exploitation or harm outside the home more broadly.
- SS Peter and Paul will contact Safer Connections for inter-agency support, consultation and advice. saferconnections@bristol.gov.uk

Serious Youth Violence

- To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of [Offensive Weapons in Education Settings Guidance for Education Settings](#)
- **Weapons in Schools: What should schools do?**
- If a child is found in possession of a knife, bladed item or offensive weapon on school premises, this is likely to constitute a criminal offence. An offensive weapon is any item made, adapted or intended to cause injury to a person, and there is no 'educational purpose' defence for them being in possession on school site.
- If a knife, bladed article or offensive weapon is found on school premises, the school should call the police **immediately**. As possession is likely to be a criminal offence, investigation of the incident must be led by the police.

- Schools should focus on immediate safety and safeguarding, including calm, supportive conversations with the child to understand welfare or protection needs, while avoiding investigative questioning if possible.
- School should make a safeguarding referral if there are additional welfare concerns around the child.
- The police will notify Youth Justice Services (YJS) within one working day of a child being found in possession of a knife or weapon. The child will be formally interviewed by the police and YJS will begin an assessment of the child's needs, risks and circumstances.
- YJS will attend the school as soon as possible to speak with the child, alongside the school, family and safeguarding partners. They will offer a minimum of six intervention sessions at school.
- Safer Connections will support the school with safety planning and contextual safeguarding.
- Whilst it is acknowledged that the decision to exclude remains with the Head Teacher it is recommended that consultation with the Safer Connections Team is made so as not to further put the child at further risk of harm if they are excluded.
- Alternatives to exclusions should be considered first in recognition that by doing so a learner it may be at further risk of harm out in the community.

Preventing Radicalisation - The Prevent duty

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

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

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

- risk assessment,
- working in partnership,
- staff training, and
- IT policies.

Private Fostering

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

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately assessed.

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

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

Young Carers

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

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

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

Children from Forced Migration

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

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

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

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