



NEWMAN
CATHOLIC TRUST
HEART SPEAKS TO HEART



Safeguarding and Child Protection Policy

2025-26

Review

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Ratification

Role	Name	Signature	Date
Chair of Board	Chris Izuka		4 th September 2025
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PART 1: Policy

1.1 Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” 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

At **Newman Catholic Trust** safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play.

- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the **best interests** of the child.
- We take an ‘**it can happen here**’ approach where safeguarding is concerned.
- **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Victims 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.

Newman Catholic Trust 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 **Newman Catholic Trust** will be in accordance with:

- **Current legislation** (these are summarised within [Working Together to Safeguard Children: statutory framework](#))
 - **Statutory, national, and local guidance – this includes:**
 - [Working Together to Safeguard Children](#), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
 - [Keeping Children Safe in Education](#) is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
 - **Early Years Foundation Stage statutory framework is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.**
 - **Local Guidance from the Local Safeguarding Partnership:** around particular safeguarding topics are available on the [Keeping Bristol Safe Partnership Website](#) and [Policies and Procedures - Somerset Safeguarding Children Partnership](#)
 - **Government guidance in relation to:**
 - **COVID19:** The full collection is available on the [government website](#).
 - **Specific topical safeguarding issues** – a collection of up-to-date guidance can be found on the relevant Local Authority's Safeguarding in Education Team's guidance page. <https://www.bristolsafeguardingineducation.org/guidance/>
- Or [Somerset Safeguarding Children Partnership](#)

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

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

Principals are responsible for ensuring that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

1.3 Equalities Statement

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

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity 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.

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

We adhere to the Local Authority plans that are relevant to each individual school. .

All Trust staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with the Special Educational Needs and Disability Policies relevant to individual schools. These policies are available on the school websites.

Newman Catholic Trust also adheres to the principles of and promotes anti-oppressive practice in line with the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

1.4 Overall Aims

This policy will contribute to the safeguarding of children at **Newman Catholic Trust** by:

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

Newman Catholic Trust's schools are named as relevant agencies for their Local Authorities. For the Trust, this policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Keeping Bristol Safe Partnership and North Somerset Safeguarding Children Partnership's professional expectations, roles, and responsibilities.

1.5 Professional expectations, roles, and responsibilities

1.5.1 Role of all staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education. Those working directly with children will also read Annex B. **[Those who do not work directly with children will have the option of reading Annex A instead]**
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and any deputies, the Chair of the Board, the Director responsible for safeguarding, the Chair of Governors, and the Governor responsible for safeguarding.
- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
 - who may need a social worker and may be experiencing abuse, neglect or exploitation;
 - requiring mental health support;
 - may benefit from early help;
 - where there is a radicalisation concern;
 - where a crime may have been committed.
- Be clear as to the setting's policy and procedures about [child-on-child abuse](#), children missing from education and [those requiring mental health support](#), and the [impact of technology in relation to online safety](#).
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain 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 C)

Details of each school's and the Trust's DSL (and Deputy DSL/s) are available on the school's individual websites, school newsletters and on notice boards in reception.

For St Bonaventure's, the DSL is Mrs Sarah Ballentine –
sballantine@stbo.newmancatholictrust.com

The DDSL is Mrs Steph Woolley - swoolley@stbo.newmancatholictrust.com

- In the Trust and each school, the DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.
- The school's DSLs work with the Principals and SLTs of each school to provide support and oversight regarding safeguarding. The DSLs take a lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs or Safeguarding Teams.
- Manages early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns, referrals and the rationale for any decisions made are maintained.
- **Manages referrals to local safeguarding partners where learners with additional needs have been identified (e.g. Childrens Social Care, Channel programme, Disclosure and Barring service, the Police, CAMHS).**

These can include those –

- who need a social worker and may be experiencing abuse, neglect or exploitation
- requiring mental health support;
- who may benefit from early help;
- where there is a radicalisation concern;
- where a crime may have been committed.

The DSL will also:

- Work with others – acting as a point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- **Take lead responsibility for understanding the filtering and monitoring systems and processes in place. Oversee and act upon filtering and monitoring reports. Ensure the secure transfer of the child protection file when a child moves setting within 5 days for in-year moves or within the first 5 days of a new term. Arrange cover for**

out-of-hours and out-of-term safeguarding activity as required. DSL and deputy training is updated at least every two years with ongoing updates through LA bulletins and DSL networks.

- Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
 - know who these children are,
 - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
 - Are supported to identify the challenges that children in this group might face.
 - Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.
- Ensure the successful transfer of the Safeguarding/Child Protection File when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.
- be aware of local authority referral processes and supporting social workers and other agencies, including mental health services, following any referral.

1.5.3 - Role of the Trust Board and Local Governing Committee –

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

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

- The appointed Safeguarding Governor will liaise with the Principal and the DSL to produce an annual report for governors and complete the mandatory S. 175 (biennial safeguarding) audit for the Keeping Bristol Safe Partnership or the North Somerset Education Safeguarding Leads;
- Ensure that the Trust remedies any deficiencies or weaknesses brought to its attention without delay;
- Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#) and [Early years foundation stage \(EYFS\) statutory framework](#)

- [Ensure](#) they review the [Department for Education filtering and monitoring standards](#) and make sure the setting is compliant with the requirements to meet these duties through discussions with IT staff and service providers.
- Review the [Department for Education filtering and monitoring standards](#) and make sure the setting is compliant with the requirements to meet these duties through discussions with IT staff and service providers. **Ensure the setting has appropriate filtering and monitoring systems in place and review their effectiveness. Ensure leaders and relevant staff understand the provisions in place, manage them effectively and know how to escalate concerns. Consider the age range, the number of users, how often systems are accessed and the proportionality of costs versus safeguarding risk**
- To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low-level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Appoint a Designated Teacher to promote the educational achievement for children in care and other care arrangements.
- **Ensure that staff are supported and their wellbeing is prioritised and that occupational health services are available and promoted.**

1.6 Safeguarding training for staff

1.6.1 - All staff:

- **All staff receive safeguarding and child protection training at induction, including online safety and the expectations, roles and responsibilities for filtering and monitoring. Staff receive refresher training at least annually through formal training, e-bulletins and briefings. All staff complete FGM awareness training and understand the Mandatory Reporting Duty. All staff complete Prevent awareness training annually.**
- Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection training (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction.
- Will receive appropriate safeguarding and child protection refresher training (including online safety incorporating staff responsibilities in relation to filtering and monitoring) at least annually (via formal training, email e-bulletins and staff meetings).

- All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Staff training includes clear reference to internal whistleblowing policy, the role of the Local Authority Designated Officer and guidance for escalating concerns.

1.6.2 - Designated Safeguarding Lead:

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

1.6.3 - Other training considerations:

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding topics in Annex B (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

1.7 Safeguarding in the curriculum

Newman Catholic Trust 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 a more personalised or contextualised approach

for more vulnerable learners, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum and the individual curriculum needs of each school are determined by the school Principal and the Local Governing Committee.

This includes:

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

1.8 Safer recruitment and safer working practice

1.8.1 - Safer recruitment

Newman Catholic Trust and its school pay full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (Part 3)

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- Also including undertaking online safety checks on shortlisted candidates. Undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.
- All recruitment materials will include reference to **Newman Catholic Trust's** commitment to safeguarding and promoting the wellbeing of learners.

1.8.2 - Use of reasonable force

- **Reasonable force' refers to physical contact to restrain or control children using no more force than is needed. We minimise its use through positive and proactive behaviour support and de-escalation, following *Use of reasonable force in schools* –**

GOV.UK and *Reducing the need for restraint and restrictive intervention* (2019). All incidents are recorded and reviewed with the child and family. 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 learners 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

All Trust 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).

1.8.4 – Visitors

All visitors complete a signing in and out process, wear an ID badge and receive key safeguarding information including DSL contact details. Scheduled professional visitors show identification on arrival. Unscheduled visitors are verified with their organisation.

1.8.5 – Site Safety and Lettings

Risk assessments are undertaken in line with the Health and Safety Policy. When premises are hired to organisations working with children, those organisations must follow 'After-school clubs, community activities and tuition: safeguarding guidance for providers'.

1.8.6 – Offsite or exchange visits

Risk assessments are completed before off-site visits with clear adult roles and responsibilities. All members of a host family aged 18 or over are subject to DBS checks

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 \(www.gov.uk\)](http://www.gov.uk)
- [Young witness booklet for 12 to 17 year olds - GOV.UK \(www.gov.uk\)](http://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.
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
 - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- [Preventing Radicalisation \(The Prevent Duty\)](#)
- [Serious Youth Violence](#)
- Substance Misuse
- [Private Fostering](#)
- [Young Carers](#)

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (Annex B); the [NSPCC website - Types of Abuse](#); And for localised resources for education settings through Somerset Safeguarding Children's Partnership and [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/DSL deputies in a timely way. In the case a learner is in immediate danger, staff should phone the police.

Safeguarding information is shared in line with the Data Protection Act 2018 and HM Government 'Information Sharing' (2024). Staff share information early to identify, assess and respond to risk. Decisions follow the principles of necessity and proportionality, relevance, adequacy, accuracy, timeliness and security

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

At **Newman Catholic Trust** and its school, learners can raise their concerns via CPOMS or they must report directly to the DSL of the school where the concern arises. They will be treated seriously.

2.2 Information Sharing

Newman Catholic Trust and its schools are committed to having 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 **Newman Catholic Trust** and its school will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt **Newman Catholic Trust** will seek legal or professional 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 learners.

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

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable learners is shared with teachers and school and college leadership staff to promote educational outcomes.
- Learners who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

2.4 Multi-agency working

Newman Catholic Trust and its schools are relevant agencies:

- Bristol schools in Keeping Bristol Safe Partnership
- North Somerset schools in Somerset Safeguarding Children Partnership

The Trust and its schools will work together – with their appropriate agencies - to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with 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](#).

Newman Catholic Trust and its schools 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 multiagency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to 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 Options) 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 NPCC can be helpful or contact the local PCSO/School Police Beat Officer/School Officer.
- In the rare event that a child death occurs, or a child is seriously harmed, Newman Catholic Trust or the relevant school will notify the relevant LA (Keeping Bristol Safe Partnership or Somerset Safeguarding Children's Partnership) as soon as is reasonably possible.

2.5 Suspensions, permanent exclusions, and commissioning of Alternative Provisions - (To be read in conjunction with the Trust's overarching Behaviour Policy and the individual schools' local behaviour policies)

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 Principal of each local Trust school 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

Newman Catholic Trust will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of [Children Act 1989](#),
- that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#) (including having regard to the [SEND Code of Practice](#))
- and takes into consideration the learner's rights under the [Human Rights Act 1998](#).
- Interventions will be consistent with statutory guidance [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

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 learners](#).
- 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

When commissioning alternative provision the Trust follows DfE guidance 'Alternative provision' and 'Education for children with health needs who cannot attend school'. Roles and responsibilities are agreed, safeguarding oversight and daily attendance monitoring are maintained, and **written confirmation** is obtained from the provider that safer recruitment checks on staff have been completed.

Newman Catholic Trust and the appropriate, relevant local school will continue to be responsible for the safeguarding of that learner and will make necessary checks on the provider to meet the needs of the learner. Written confirmation from the alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

2.6 Children Missing or Absent from Education

A learner missing or absent from education may indicate abuse, neglect or a need for early help. We follow Children Missing Education (2016) and Working Together to Improve School Attendance (2024). For **North Somerset** schools, where a child is recorded with code I (illness) and there are reasonable grounds to believe they will miss 15 days consecutively or cumulatively due to sickness, the local authority is notified.

Newman Catholic Trust and its schools will follow the guidance detailed in [Children Missing Education \(2016\)](#) and [Bristol City Council Education Welfare Service – Children Missing Education](#) or North Somerset Education Engagement 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,

- 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 s

2.6.1 - Elective Home Education

Newman Catholic Trust's schools 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 Respond to incidents of child on child harm

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

All children have a right to attend school and learn in a safe environment. Child-on-child abuse is unacceptable and will be taken seriously. We operate a zero-tolerance approach and respond to all reports or concerns, including incidents that occur outside school or online.

All staff should recognise that children can abuse other children (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of children requires process and records to be kept on the child's safeguarding/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 Newman Catholic Trust

- 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 harm 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 learners to confidently report abuse knowing their concerns will be treated effectively as reflected in section [2.1 Reporting a concern](#) of this policy. **Newman Catholic Trust** will handle initial reports of harm by:

- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – 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

Newman Catholic Trust and its school will take the following actions when responding to incidents of sexual violence and sexual harassment:

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

- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident including any bystanders. This should be reviewed at least every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

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

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

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

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 CEO or the school Principal who will follow guidance in Keeping Children Safe in Education Part four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors.
- If the concern relates to the CEO, it should be reported to the Chair of the Board or Chair of the Local Governing Committee if it relates to a Principal, Head of School or Executive Principal - who will liaise with the [Local Authority Designated Officer \(LADO\)](#) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.

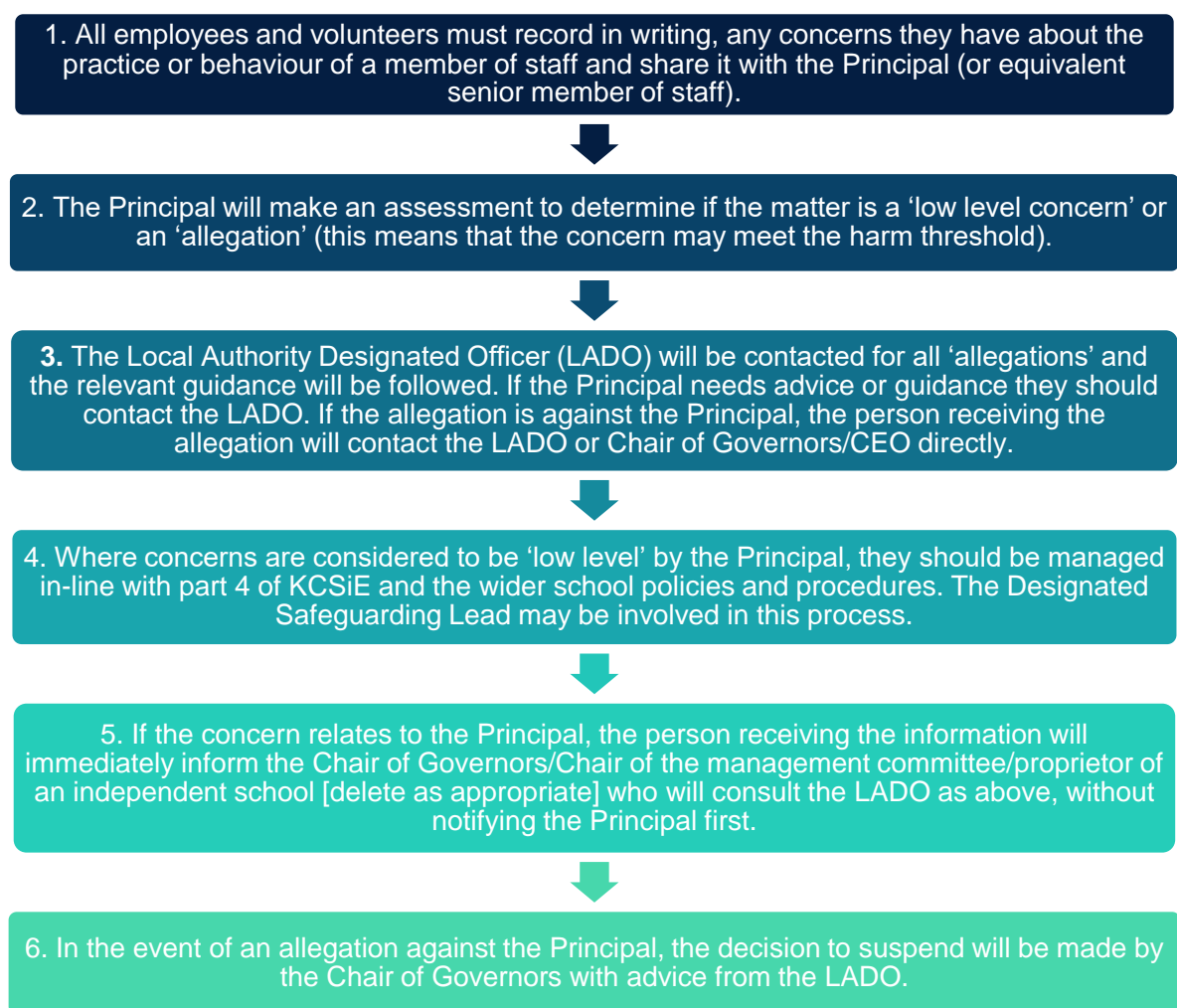
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

2.8.2 - Low level concerns

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

- Reports should be made in accordance with the settings own processes. This applies if a Trust Central Team member is working at a Trust school or a Trust member of staff is working on a different school site to their normal base. **Newman Catholic Trust** and its schools create an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Review and correct any deficits in the setting's safeguarding system.

Allegations Against Staff Overview:



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.

Newman Catholic Trust and its schools commit to undertake the following.

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of learners. This colleague will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that learners 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 learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section [2.4 - Multi-Agency Working](#).
- The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality [Primary Mental Health Specialists from Child and Family Consultation Services](#).
- DSLs should be aware of the mental health services available in their Local Authority to support children and young people and how to refer to these services when thresholds are met for additional support. In North Somerset, these services include Children and Adolescent Mental Health Services, Mental Health Support Teams and the School Nursing Team. DSLs should ensure that staff work collaboratively with mental health agencies to ensure that children get appropriate mental health support. This includes making onward referrals when criteria are met. Schools should follow the advice of mental health professionals to safeguard children and support their mental wellbeing.

2.9.1 - Contextual safeguarding approach to mental health

Newman Catholic Trust and its schools 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;
- And being committed to pupil and parent participation.

2.10 Online Safety

Pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as TikTok, Instagram and Snapchat.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders. Pupils need to understand the negative impact of misinformation, disinformation and conspiracy theories when learning about online safety risks.

All Trust schools have their own online safety policy which explains how we all try to keep pupils safe in our schools and how we respond to online safety incidents.

Our schools will also provide advice to parents when pupils are being asked to learn online at home and consider how best to safeguard both pupils and staff.

In Newman Catholic Trust school, pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Therefore, online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager. The DSL coordinates online safety with colleagues who have technical expertise, such as the IT manager, and ensures the annual review against the DfE filtering and monitoring standards is completed and acted upon.

Pupils need to understand the negative impact of misinformation, disinformation and conspiracy theories when learning about online safety risks.

Newman Catholic Trust and its schools are 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 for learners.
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section [2.7 Responding to incidents of child on child harm](#) and **read in conjunction** with each school's individual policies on the use of mobile smart technology which is available via **school websites**.
- Provision of education via remote learning will comply with current governmental advice [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#) and [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](#).

- The effectiveness of the setting's ability to safeguard learners 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 \(www.gov.uk\)](#)

Appendix A – Key Guidance for safeguarding issues.

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

[or](#)

[Policies and Procedures - Somerset Safeguarding Children Partnership for North Somerset](#)

Other multiagency guidance and policies from the Local Safeguarding Partnerships:

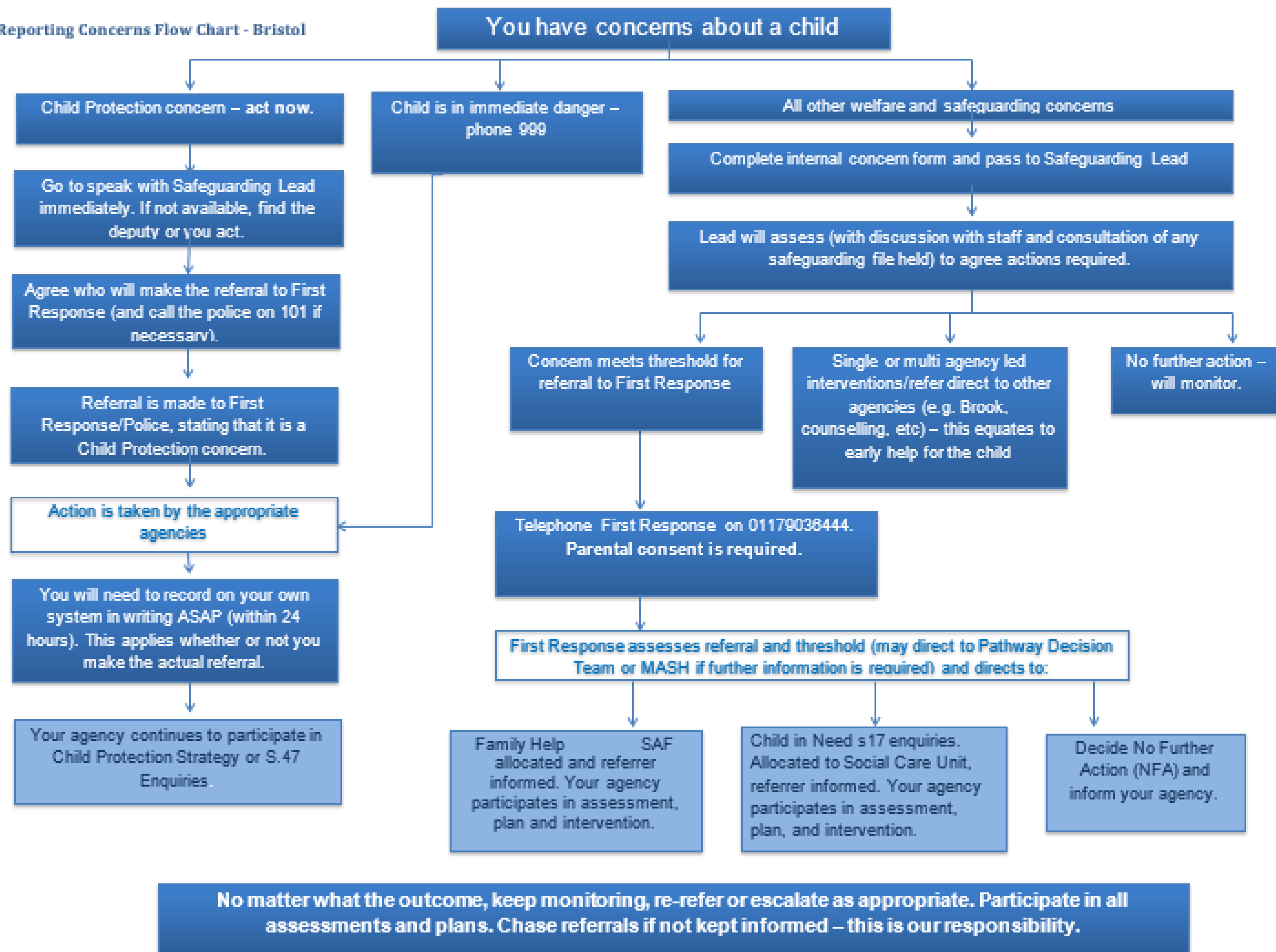
- For Bristol - [Bristol safeguarding children](#)
- For South Glos - [South Glos safeguarding children](#)
- For North Somerset [Somerset safeguarding children](#)

Appendix B – Reporting concerns

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

[or](#)
[Useful Links - Somerset Safeguarding Children Partnership](#)
- Other Local Authority Contacts - [Click here](#)

Reporting Concerns Flow Chart - Bristol



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 other children. All staff should be clear about their settings' policy and procedures with regard to child-on-child abuse (KCSIE)

There is a concern about child's mental health

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

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

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

Record the concern/incident in line with your setting's safeguarding and child protection policy (e.g. on CPOMs). The DSL and deputies are notified

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

Possible examples of child-on-child abuse

- Bullying (and cyberbullying)
- Physical abuse
- Sexual violence and sexual harassment
- Upskirting
- Sexting (youth produced sexual imagery)

Additional guidance used to respond to the concern:

- *Mental health and behaviour in schools* ([link](#))
- *Promoting children and young people's mental health and wellbeing* ([link](#))

Additional guidance used to respond to the concern

- *Advice for Schools and Colleges on Responding to Sexting Incidents* ([link](#))
- *Sexual Behaviours Traffic Light Tool* ([link](#))
- *Preventing and Tackling Bullying* ([link](#))
- *NPCC: When to call the police* ([link](#))

Concern and need reviewed alongside learner and family

Concern can be managed internally through setting-based early help, support and signposting.

Concern requires additional support from a targeted agency or Primary Mental Health Specialist.

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. School may also refer directly to CAMHs.

Outcomes

Outcomes

Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions.

Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all children involved in the incident(s).

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

Version

All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection file. Plans/risk assessments should be reviewed every 3 months or on any occasion another concern is raised.

North Somerset Procedures:

Assessment before the need for Specialist Statutory Support

Discuss the needs of the child with the family and outline the process for support
(unless you are making a child protection referral where you feel obtaining consent places the child at greater risk)

Establish which other agencies are working with the family to triangulate information to complete your assessment

Universal Needs

No need for an assessment unless additional needs are emerging and an assessment is required as preventative assessment. Complete own agency assessment and store on own agency file

All agencies have a responsibility to store the EHA in line with their own agency procedures

Additional Needs

If single/joint agency response is required, gain consent for sharing information from the family, consider a family meeting and complete own agency assessment. Store on own agency file

An agency assessment is both an ongoing assessment tool and a request for involvement for other services.
During discussions with partner agencies and in family meetings, responsibility needs to be agreed as to who will make the request to another service for ongoing support and intervention.

Intensive Needs

Lead Practitioner to be identified, Family meeting to be arranged and completion of joint assessment with the family. Request for Support Form can be completed, and support requested from the Family Wellbeing Team
Shared ownership of actions agreed

Specialist Needs

Please refer to diagram:
Requesting involvement from specialist statutory services or Children's Social Care.

Requesting involvement from Specialist Statutory Services or Children's Social Care

If you are unsure consult with your agency safeguarding lead or call the front door consultation line on **01275 888 690**

Child Protection Enquiry

Is there reasonable cause to suspect that a child is suffering or likely to suffer significant harm?

Call **01275 888 690** or **999** if there is an immediate risk to the child.

*Follow up Request for Support Form within one working day.

Child In Need

Is the child unlikely to achieve, maintain, or have the opportunity of achieving or maintaining a reasonable standard of health or development?

Is their health or development likely to be significantly impaired without the provision of such service?

Discussion with social worker at the Front Door who will review the information

If not deemed significant harm

Complete a Request for support referral form and gain consent from parents/carers.

Send to childrens.frontdoor@n-somerset.gov.uk

Triaged by social worker, contact will be made with parents, child, and partner agencies where appropriate.

Strategy Discussion

Child and Family (C&F) assessment with consent from parents/carers

Referral to Family Wellbeing Service with consent from parents/carers

No further action by statutory services

Multi-agency contacts

If you have concerns about a child/young person in Bristol or North Somerset...

If a child is at immediate risk call the POLICE	POLICE 999
To make an URGENT referral to Children's Social Care (i.e. a child is likely to suffer or is suffering significant harm)	BRISTOL: FIRST RESPONSE 0117 9036444 NORTH SOMERSET: 01275 888690
Out of Hours Referrals	BRISTOL: EMERGENCY DUTY TEAM 01454 615 165 NORTH SOMERSET Emergency Duty Team: 01454615165
Mental Health Crisis (24 hours, 7 days a week)	Bristol Mental Health - 0300 555 0334 CAMHS Emergency: 0800953599
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form	BRISTOL: FIRST RESPONSE Online form https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response NORTH SOMERSET: Front Door: 01275888692 Police Non-Emergency: 101
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

If you have concerns about a professional working with a child...

BRISTOL:

For advice and guidance about whether to make a referral

Families in Focus (Targeted Support)-

South
0117 9037770

East Central
0117 3576460

North
0117 3521499

SOMERSET:

Professionals/DSL Consultation Line
01275888690

General Enquiries:
01275888801
OR 01275888808

Emergency Out of Hours:
01454615165

To raise concerns and ask for guidance in relation to the conduct of someone who works with children

[Local Authority Designated Officer - \(LADO\)](#)
BRISTOL: T: 0117 9037795

North Somerset:
LADO: 07795092692
lado@n-somerset.gov.uk

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

BRISTOL: [Safeguarding in Education Team](#) 0117 9222710
Safeguardingineducationteam@bristol.gov.uk

North Somerset: Paul Cox: paul.cox@n-somerset.gov.uk

Other BRISTOL specific contact details:

South Advisor Helen Macdonald helen.macdonald@bristol.gov.uk 07788363760	East Central Advisor Jess Curtis jessica.curtis@bristol.gov.uk 07788363338	North Advisor Elisabeth Clark elisabeth.clark@bristol.gov.uk 07824503572
Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul	
Safer Options Team - Education inclusion managers		
South Ingrid.Hooper@bristol.gov.uk	East Central Calum.Paton@bristol.gov.uk	North Ross.Moody@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	Professional Online Safeguarding Helpline T: 0344 381 4772 E: helpline@saferinternet.org.uk	

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:08000280285 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	

Other NORTH SOMERSET specific contact details:

For advice and support in relation to attendance, provision and inclusion: Education Engagement Service Educationengagementservice@somerset.gov.uk www.somerset.gov.uk/ees/resources	
Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul
Child Missing from Education	Notify us of a Child Missing from Education (CME) - Somerset Council
Children affected by Forced Marriage	Forced Marriage Unit: 020 7008 0151 fmu@fco.gov.uk
Online Safety Advice	Professional Online Safeguarding Helpline 0344 381 4772 E: 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 0800 028 3550 fgmhelp@nspcc.org.uk
Domestic Abuse Helpline	0808 2000 247
Young Carers – advice and support.	care.connect@n-somerset.gov.uk 01275888801
Whistleblowing professional policy	NSPCC Whistleblowing hotline 0800 028 0285 help@nspcc.org.uk
Harmful sexualised behaviour advice	DSL consultation line 0300 123 3078
	Brook Traffic Light Tool Sexual Health & Wellbeing - Brook – Fighting for healthy lives

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

Responding: Following an initial conversation with the pupil, if the member of staff remains concerned, they should either discuss their concerns with the DSL and in all case make a record on the schools recording system. Records should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.

1. Offer reassurance, listen and take seriously what is being said. Never promise to keep secrets or be persuaded by the child, young person or their family not to take action.



2. Recognise that it is not your job to investigate, verify what is being said or examine the individual disclosing; this is the statutory responsibility of the child protection services and/or the Police. However, it is important to ascertain relevant information.



3. Explain the process to the individual; that you will need to pass this information on, to whom, the reasons why and possible actions.



4. Any concerns will be recorded, including the child's voice, body map (if necessary) and other relevant information in line with our schools recording procedure. Concerns may also be shared with the DSL/DDSL verbally, these conversations will also be recorded in writing.

If a pupil discloses to a member of staff

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will;

- listen to what the child has to say and allow them to speak freely.
- remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener.
- reassure the child that it is not their fault and that they have done the right thing in telling someone.
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk.
- take what the child is disclosing seriously.
- ask open questions and avoid asking leading questions.
- avoid jumping to conclusions, speculation or make accusations.
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- tell the child what will happen next, that they cannot keep secrets and that information will be shared to ensure the right level of support is given.

Notifying Parents

- The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and normally the DSL/DDSL will contact the parent in the event of a concern, suspicion, or disclosure of abuse of that the child has been harmed in some way.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Local Authority Children's Front Door.
- Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

Making a referral

- Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to the Local Authority Children's Front Door or other support is appropriate in accordance with The Local Authority Effective Support Guidance document.
- If school are uncertain about whether a concern raised should involve a direct referral the DSL or DDSL can contact the Professional Consultation Line within the Children's Front Door, the consultation will be based on no-names and will be with a duty social worker.

- If a referral is needed, the DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can, and should, consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If a child is in immediate danger or is at risk of harm a referral should be made to Children's Front Door and/or the police immediately. **Anybody** can make a referral.
- Where referrals are not made by the DSL and to ensure their oversight, the DSL should be informed as soon as possible.

Supporting our Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

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

The Department for Education's Tackle Child Abuse campaign has accessible videos to watch <https://tacklechildabuse.campaign.gov.uk/>

Abuse and neglect are defined as the maltreatment of a child or young person 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;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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

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

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 care-givers); 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

General or national guidance will not be included here. A summary of specific duties are in [Keeping Children Safe in Education Annex B](#) and access to local guidance can be found in [Appendix A](#) of this document.

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

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.

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

Newman Catholic Trust will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions.

- If the learner is at risk of CSE or there is intelligence which indicates that the child or peer group are at risk of CSE, **Newman Catholic Trust** or the relevant school will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.
- If the learner is at risk of CCE information should be shared with Bristol or Somerset's Violence Reduction Unit - Safer Options. The VRU/Safer Options Education Inclusion Managers can advise and support settings to manage risk. Targeted support maybe available to disrupt learners from getting involved with criminality.
- Avon and Somerset Police share 'Missing persons' notifications (which a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Domestic Abuse

Operation Encompass is a national operation where local police forces notify when the police are called to an incident of domestic abuse. *Please note: Avon and Somerset have their own version of this and will notify education settings whenever they have responded to a domestic abuse incident.* This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, the education setting **is not permitted** to share information without seeking consent from Avon and Somerset police in case this can put a victim and learners 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). Additional instructions around this are sent out with every single notification.

- Education settings must have signed up to a Police Safeguarding Notification Briefing to receive these.
- Each setting should have at least 2 members of trained staff able to receive and act upon these notifications.
- Each setting should 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.
- For Bristol schools, 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

- **Annex D of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.**
- 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 \(CEOP\)](#)

Bullying, Prejudice and Racist Incidents:

Our policy on hate crime incidents is set out separately and acknowledges that repeated incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist/hate crime incidents and report them to the Local Policing Team and in addition consider the role of SARI (Stand Against Racism and Inequality) to support our school community.

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

Child on Child Abuse A – refer to main body of this policy.

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'](#).

It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

- The same day a weapon is found Safer Options should be called for a multi-disciplinary assessment of risk for BRISTOL schools, or North Somerset schools should call for a multi-disciplinary assessment of risk.
- Whilst it is acknowledged that the decision to exclude remains with the Principal it is recommended that consultation with the Safer Options (BRISTOL) Education Inclusion Manager or other agencies (North Somerset) 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.
- In Bristol, police will be notified through the multi-agency discussion held at the 'Out of Court Disposals Panel' to prevent students unnecessarily getting a criminal record.
- North Somerset – Police must be notified.

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 regard¹⁰⁹ to the need to prevent people from being drawn into terrorism”.¹¹⁰ 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 step-parents; 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 made.

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.

For North Somerset schools, Support for Young Carers can be accessed by completing an EHA.

For Bristol schools, 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](#).

Appendix G:

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial

		advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually

		abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.