NEWMAN CATHOLIC TRUST

HEART SPEAKS TO HEART

Safeguarding and Child Protection Policy 2026-27

Category 2 Trust Policy

Review

Review cycle	Date of policy	Reviewed by	Next review date
Annual	September 2026	FBM	September 2027

Ratification

Role	Name	Signature	Date
Chair of Board	Chris Izuka		1/9/26
CEO	Dr Daniel Doyle		1/9/26

Status. *This policy is adopted by the Trust Board and applies to every school and to every member of the Trust central team. It takes effect on 1 September 2026 and replaces version 9 (2025-26). Schools complete Appendix A only; the body of the policy is not amended locally.*

Commitment to Equality:

The Trust and its schools are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded in every aspect of school life, and these policies are reviewed regularly in this regard.

"Rooted in faith, we ignite a love of learning, foster inclusive education and empower every individual to achieve their utmost potential."

At the Newman Catholic Trust, we stand united in our unwavering mission to nurture a transformative educational experience, where every child is seen, valued, and cherished as a unique gift from God. Rooted in faith, we ignite a love for learning that awakens curiosity, sparks imagination, and fuels a lifelong journey of discovery.

Guided by the teachings of Christ and inspired by the profound wisdom of our namesake, Saint John Henry Newman, we strive to foster a community where inclusion is lived, diversity is embraced, and every individual is empowered to fulfil their highest potential. As Newman said, *"To live is to change, and to be perfect is to have changed often."* We believe that education is a sacred journey of continual transformation — intellectually, spiritually, and personally. We believe that true education is not just about knowledge, but about shaping hearts and minds, cultivating resilience, and nurturing the whole person.

Our vision is simple yet profound: to be a beacon of **Hope** and **Excellence**, where pupils are not only academically accomplished but spiritually enriched and personally inspired to make a difference in the world.

In all that we do, we seek to embody our Trust's **HEART Values**, which define who we are and guide how we serve:

- **Hope** – Believing in the boundless potential of every child, and striving to build a future filled with possibility, courage and faith.
- **Excellence** – Pursuing the highest standards in learning, leadership and love, so that every action reflects our calling to greatness.
- **Authenticity** – Living truthfully and faithfully, ensuring our words, actions and decisions are grounded in integrity and the Gospel.
- **Responsibility** – Caring for one another and for creation with compassion, stewardship and a deep sense of duty to the common good.
- **Truth** – Seeking wisdom and understanding through Christ, who is the Way, the Truth and the Life.

Together, **Heart to Heart and Hand in Hand**, we build communities of faith and learning where every child flourishes — intellectually, spiritually and morally — for the greater glory of God.

Safeguarding and this mission. Safeguarding is the first expression of that mission. A child cannot flourish intellectually, spiritually or morally unless they are safe, and unless the adults around them act when they are not. Every requirement in this policy exists for that reason.

Trust Policy Template Disclaimer

This document is a standard policy template produced by the Cardinal Newman Catholic Educational Trust. All schools must personalise the sections highlighted for local context, including roles, responsibilities, procedures and operational details specific to their site. The Local Governing Committee is responsible for reviewing, adapting and formally adopting the final school version to ensure it reflects local practice while remaining aligned with Trust requirements and statutory guidance.

For this policy, personalisation is confined to Appendix A – School Safeguarding Front Sheet. The body of the policy and Appendices B to G are the Trust standard and are not amended locally.

OBJ

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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 promoting the welfare of children is defined, in line with Working Together to Safeguard Children 2026, 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 section 47 of the Children Act 1989 as when a child is suffering, or is likely to suffer, significant harm. Where that threshold is met, action must be taken to safeguard and promote the child's welfare.

Family Help. Working Together 2026 brings early help and section 17 support together into a single Family Help offer delivered by multi-agency teams. Both Bristol and North Somerset operate Family Help arrangements. Where this policy refers to early help or Family Help, it means the same continuum of support: help provided as soon as problems emerge, short of, or alongside, statutory intervention. Staff should understand the school's local early help and Family Help arrangements and should share concerns with the designated safeguarding lead without delay, so that the appropriate level of support, referral or intervention can be considered.

Effective safeguarding is anti-discriminatory and anti-racist. Staff are expected to understand and be sensitive to poverty, family context, ethnicity, disability, special educational needs, trauma, migration history and social circumstances, and to recognise and challenge racism, discrimination and disproportionality where they see it, not simply to be aware that they exist.

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. This is a Catholic Trust and the dignity and safety of every child is the first expression of our mission.

- All professionals make sure their approach is child-centred and consider what is in the best interests of the child.
- We take an "it can happen here" approach. Harm may occur inside or outside the home, within school, within peer groups, in the community and online.
- Everyone who comes into contact with children has a role in identifying concerns, sharing information and taking prompt action.
- Victims are never given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, and no one who has experienced harm is ever made to feel ashamed for making a report.
- The absence of reports is not evidence that nothing is happening.

Newman Catholic Trust and all its schools are committed to safeguarding and promoting the welfare of children by providing a safe environment in which children and young people can learn, acting on concerns about a child's welfare immediately, and fulfilling our legal responsibilities to identify children who may need Family Help or who are suffering, or are likely to suffer, significant harm.

Statutory framework

All action taken by the Trust will be in accordance with current legislation and with statutory, national and local guidance, including:

- Keeping Children Safe in Education 2026, statutory guidance issued by the Department for Education which all schools and colleges must have regard to (in force 1 September 2026)
- Working Together to Safeguard Children 2026, which sets out multi-agency arrangements and the statutory roles and responsibilities of schools
- the Early Years Foundation Stage statutory framework, which applies to school-based nursery and reception provision for children from birth to five, and which is itself amended from 1 September 2026
- Working Together to Improve School Attendance, and Children Missing Education
- the DfE statutory guidance on mobile phones in schools, applying from 1 September 2026
- local guidance from Keeping Bristol Safe Partnership and from North Somerset Safeguarding Children Partnership (NSSCP), including each partnership's support or threshold document.

The following legislation and guidance have also been taken into account when drafting this policy:

- Education Act 2002 Section 175 (maintained schools only)
- The Safeguarding Vulnerable Groups Act 2006
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- Information Sharing 2024
- What to do if you're worried a child is being abused
- Filtering and monitoring standards in schools and colleges (DfE)
- Use of reasonable force and other restrictive interventions guidance

This policy should be read alongside the Trust's and each school's:

- Recruitment and Selection Policy, and Safer Recruitment procedures
- Whistleblowing and Public Interest Disclosure Policy
- Staff Code of Conduct and Staff Behaviour Policy
- Behaviour and Positive Handling Policy, and Suspensions and Permanent Exclusions procedures
- Inclusion Policy, SEND Policy and alternative provision procedures
- Attendance Policy, including the response to children who go missing from education
- Online Safety Policy, Acceptable Use and Mobile and Smart Technology Policy
- Allergy and Anaphylaxis Policy, and supporting pupils with medical conditions
- Lettings Policy, Health and Safety Policy and Educational Visits procedures
- policy on supporting children in care and previously in care.

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

1.3 Equalities statement

With regard to safeguarding we consider our duties under the Equality Act 2010 and the Public Sector Equality Duty: to eliminate discrimination, harassment and victimisation; to advance equality of opportunity between people who share a protected characteristic and those who do not; and to foster good relations across all protected characteristics. Details of our specific duties are published in the Trust's equality statement and objectives and the school's individual equalities statements and objectives which can be found on their websites or a copy requested from their offices.

Children with SEND

All staff are aware of the additional barriers to recognising abuse, neglect and exploitation in children with special educational needs and disabilities. These include:

- assumptions that indicators such as behaviour, mood or injury relate to the child's disability, without further exploration or professional curiosity
- the child not recognising that what is happening to them is abuse
- a greater likelihood of peer group isolation
- the need for intimate care and greater dependence on adults
- being disproportionately affected by bullying without outwardly showing signs
- communication barriers and the difficulty of overcoming them.

Additional pastoral support is provided for children with SEND, and safeguarding practice is aligned with each school's SEND policy.

Children with medical conditions, including allergies

Managing a medical condition does not, of itself, warrant a referral to children's social care. It may do so where it is an indicator of abuse or neglect, for example where a child is repeatedly sent into school without essential medication or where prescribed treatment is not being given. Staff report such patterns to the designated safeguarding lead, who considers whether a medical incident indicates wider neglect. This section is read alongside the Trust's Allergy and Anaphylaxis Policy and each school's arrangements for supporting pupils with medical conditions.

Children who are questioning their gender

Children who are questioning their gender may have additional vulnerabilities, including bullying, social isolation, mental health concerns, online harm or family stress. Staff will respond in a child-centred, respectful and safeguarding-led way, involve the designated safeguarding lead where concerns arise, and avoid making assumptions about risk or need on the basis of gender questioning alone.

The school will have regard to the statutory guidance in KCSIE 2026 and will consider the child's best interests, the safety and welfare of all children, parental involvement, the Trust's equality duties and safeguarding considerations. Decisions are taken case by case, and decision-making, communication and record keeping are recorded clearly.

It is not for a school to initiate action in this area. Where a child, or their parent or carer, raises a request relating to social transition, the matter is referred to the Principal and the designated safeguarding lead, who will consult the Trust central team before any arrangement is agreed.

Individual schools do not make these decisions in isolation. Detailed operational arrangements, including single-sex facilities, sport and residential visits follow the statutory guidance in force.

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

1.4 Overall aims

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

- clarifying safeguarding expectations for staff, the Board, local governing committees, learners and their families
- contributing to a safe, resilient and robust safeguarding culture built on shared values, in which learners are treated with respect and dignity, feel safe, have a voice and are listened to
- supporting contextual safeguarding approaches, recognising that a school site can itself be a location where harm occurs
- 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
- ensuring early identification of need and proportionate intervention
- working in partnership with learners, parents, and other agencies in each local safeguarding partnership.

The Trust's schools are named as relevant agencies for their local authorities. This policy sets out the statutory duty to co-operate with, follow and comply with the published arrangements of the Keeping Bristol Safe Partnership and the North Somerset Safeguarding Children Partnership.

1.5 Professional expectations, roles and responsibilities

1.5.1 Role of all staff

- All staff read and understand Part one of Keeping Children Safe in Education 2026 in full. A Part one overview may be used as a complementary quick reference, but it does not replace the requirement to read Part one. Those in regulated activity should also read Annex A.
- All staff are aware of the systems which support safeguarding, including this policy, the Behaviour Policy, the Staff Code of Conduct, the response to children who go missing from education, and the role of the designated safeguarding lead.
- All staff know who and how to contact the designated safeguarding lead and deputies at the school they are working in, the CEO, who holds Trust safeguarding oversight, the Chair of the Board and the governor responsible for safeguarding. These are listed on Appendix A.
- All staff exercise professional curiosity and understand that children may not feel ready or able to tell someone they are being abused, exploited or neglected, and may not recognise their experience as harmful.
- All staff record concerns appropriately and without delay on the school's safeguarding system.
- All staff raise with the senior leadership team any concerns about safeguarding practice within the school.

Information or concerns are shared with the designated safeguarding lead where a child:

- may need a social worker, and may be experiencing abuse, neglect or exploitation
- requires mental health support, including where there is self-harm or suicidal ideation

- may benefit from early help or Family Help
- is the subject of a radicalisation concern
- may have been involved in, or affected by, a crime
- is pregnant or is a parent themselves
- has shown early signs of abusive, violent or harmful behaviour towards others
- has been repeatedly removed from the classroom, is in internal isolation or is on a part-time timetable
- has parents involved in offending or in custody, domestic abuse, drugs and alcohol.
- shows indicators of exploitation, modern slavery or extra-familial harm.

1.5.2 Role of the designated safeguarding lead

The role is set out in KCSIE 2026 Annex B. Each school's designated safeguarding lead, deputies and safeguarding mailbox are named on Appendix A. Details are also published on the Trust and school websites, in newsletters and on reception notice boards.

- The designated safeguarding lead is a senior member of staff with lead responsibility for safeguarding and child protection in the setting, working with the senior leadership team.
- The designated safeguarding lead takes lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners are experiencing or have experienced, and identifying the impact on attendance, engagement and achievement.
- The designated safeguarding lead manages the work of deputies and the safeguarding team, and manages early identification of vulnerability through staff concerns, ensuring detailed, accurate and secure records of concerns, referrals and the rationale for decisions.
- The designated safeguarding lead maintains oversight of early help and Family Help involvement, ensuring the school contributes information, analysis and challenge where required, and that records evidence decisions, actions, rationale, challenge and impact.
- The designated safeguarding lead manages referrals to local safeguarding partners, including children's social care, Channel, the Disclosure and Barring Service, the police and mental health services, and acts as the point of contact for outside agencies.
- The designated safeguarding lead supports and advises other staff in making referrals and liaises with the case manager and the local authority designated officer in cases concerning a member of staff.
- The designated safeguarding lead co-ordinates safeguarding training and raises awareness across the school community.
- The designated safeguarding lead takes lead responsibility for understanding filtering and monitoring systems, and acts on filtering and monitoring reports, supported by the named senior leader and IT.
- The designated safeguarding lead ensures reasonable adjustments and academic support for children who have, or have had, a social worker, and shares information about vulnerable learners with relevant staff.

Child protection file transfer

The designated safeguarding lead ensures the secure transfer of the child protection file when a learner moves setting, within five days for an in-year move or within the first five days of a new term. In addition, and separately from the file:

- the designated safeguarding lead shares any information indicating that a child may pose a risk to themselves or to others, including concerns about serious violence or harmful behaviour, with the receiving setting
- where there are significant issues or concerns, the designated safeguarding leads of both settings have a direct conversation
- the receiving school assesses the risk and puts in place a safety and support plan or risk assessment
- information shared is necessary and proportionate; irrelevant information is not shared, but relevant context is never omitted.

Designated safeguarding lead cover

Every school has robust cover arrangements for periods when the designated safeguarding lead is not available because of sickness, leave or any other reason. Cover arrangements are clear, reliable and known to all staff. Each school operates a confidential safeguarding mailbox, monitored by the designated safeguarding lead team, so that concerns are acted on without delay, including out of hours and out of term where activities are running. Cover arrangements and the mailbox address are recorded on Appendix A.

1.5.3 Role of the Trust Board and local governing committees

Duties are set out in KCSIE 2026 Part 2. There is a senior board-level lead who takes responsibility for ensuring that safeguarding and child protection practice, process and policy, including online safety, are effective and compliant with legislation, statutory guidance and local safeguarding partnership arrangements.

- The appointed safeguarding governor liaises with the Principal and the designated safeguarding lead to produce an annual safeguarding report and to complete the mandatory safeguarding audit for the relevant partnership: the Keeping Bristol Safe Partnership for Bristol schools, and the North Somerset Safeguarding Children Partnership for North Somerset schools.
- The LGC ensures that any deficiencies or weaknesses brought to its attention are remedied without delay.
- The LGC ensures this policy is updated annually, or sooner where there are significant updates, and that each school's Appendix A is current.
- The LGC ensures the designated safeguarding lead is an appropriate senior member of the leadership team with adequate time, funding, training, resources and support.
- The LGC ensures learners are taught about safeguarding, including online safety, in line with relationships, sex and health education guidance and, where relevant, the EYFS statutory framework.
- The LGC ensures a named senior member of the leadership team is responsible for filtering and monitoring, supported by the designated safeguarding lead and IT, and that checks are carried out at least once every academic year in all relevant locations, on all internet-connected devices, and are recorded.
- The LGC maintains oversight of emerging technology risks, including artificial intelligence, deepfakes, image-based abuse and cyber-enabled coercion, and of information security and access management.
- The LGC ensures appropriate checks are carried out on all staff, supply staff, trainee teachers, volunteers and contractors in line with KCSIE 2026 Part 3.

- The LGC ensures procedures are in place to manage safeguarding concerns and allegations against adults, including a process for low-level concerns.
- The LGC ensures that safeguarding arrangements are in place when premises are used for non-school activities, including expectations for hirers, evidence of safeguarding procedures, suitability checks where relevant, reporting routes and arrangements for allegations.
- The LGC ensures systems are in place for learners to share concerns, express views and give feedback, and to prevent, identify and respond to child-on-child abuse and mental health concerns.
- The LGC ensures a designated teacher is appointed to promote the educational achievement of children in care and previously in care.
- The LGC ensures staff are supported, their wellbeing is prioritised and occupational health services are available and promoted.

1.5.4 Staff working across more than one school or local authority

An increasing number of Trust colleagues, including central team staff, school improvement colleagues, specialist teachers, therapists and peripatetic staff, work across more than one school and therefore across more than one local authority area. The following applies to them.

1. You follow the safeguarding policy and procedures of the school you are working in on that day, and you report to that school's designated safeguarding lead.
2. You record the concern on that school's safeguarding system, on the same day. If you do not have access, you pass the concern to the designated safeguarding lead in person or by the school's confidential safeguarding mailbox and confirm it has been received.
3. You check Appendix A for that school before you start work on site, so that you know who the designated safeguarding lead is and how to reach them.
4. Referrals to children's social care normally follow the authority in which the child lives, not the school you are standing in. Concerns about an adult go to the local authority designated officer for the authority responsible for that school. Appendix B is arranged by authority for this reason.
5. Low-level concerns about your own conduct, or about a colleague, are reported in accordance with the host school's process and are also notified to the Trust central team.

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.
- All staff receive refresher training at least annually, through formal training, e-bulletins and briefings.
- All staff complete female genital mutilation awareness training and understand the mandatory reporting duty.
- All staff complete Prevent awareness training.
- Training includes clear reference to the whistleblowing policy, the role of the local authority designated officer and guidance on escalating concerns.
- Training and updates include emerging themes: serious violence, modern slavery indicators, financial exploitation, misogyny and harmful sexual behaviour, child-to-parent and caregiver abuse, online safety, AI-enabled abuse, deepfakes and technology-facilitated abuse.

- Staff who work across more than one school receive a briefing on both local authority routes.

1.6.2 Designated safeguarding leads and deputies

- The designated safeguarding lead and deputies undertake formal training, updated at least every two years, with ongoing updates through partnership bulletins and designated safeguarding lead networks.
- Deputies are trained to the same level as the designated safeguarding lead.
- Designated safeguarding leads liaise with the Keeping Bristol Safe Partnership or the North Somerset Safeguarding Children Partnership as appropriate, attend network meetings and read safeguarding bulletins.
- Designated safeguarding leads will engage with the Trust's Safeguarding consultants – Judicium – accessing supervision, training and advice/guidance.

1.6.3 Other training considerations

- At least one person on every appointment panel has undertaken safer recruitment training, in line with the School Staffing (England) Regulations 2009.
- Senior leaders with responsibility for behaviour, inclusion, SEND, attendance and exclusions understand their role within local safeguarding arrangements and carry out their duties with safeguarding in mind.
- The designated teacher for children in care undertakes appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The senior mental health lead has access to appropriate training.
- Training on the safeguarding topics in KCSIE 2026 Annex A is integrated as part of a whole-school approach.
- Colleagues who may use reasonable force or positive handling are appropriately trained.

1.7 Safeguarding in the curriculum

The Trust is committed to ensuring that learners are taught about safeguarding, including online safety. A one-size-fits-all approach may not be appropriate; a more personalised or contextualised approach may be needed for vulnerable learners, victims of abuse and some children with SEND. This forms part of a broad and balanced curriculum, with the curriculum needs of each school determined by the Principal and the local governing committee. This includes:

- working within statutory guidance for relationships education, relationships and sex education and health education, as it applies from 1 September 2026, and the EYFS statutory framework
- personal, social, health and economic education, exploring self-esteem, emotional literacy, assertiveness, power, resilience to radicalisation, online safety and bullying
- teaching which reflects evolving risks: healthy relationships, consent, misogyny, harmful sexual behaviour, exploitation, scams and fraud, and the misuse of AI and digital tools
- appropriate filters and monitoring which do not lead to over-blocking and unreasonable restriction of what learners can be taught
- a curriculum shaped to respond to safeguarding incident patterns identified by the designated safeguarding lead and safeguarding team
- engagement with parents and carers on key aspects of the curriculum, and learner voice through the school council or student body.

1.8 Safer recruitment and safer working practice

1.8.1 Safer recruitment and regulated activity

The Trust and its schools pay full regard to the safer recruitment practices in KCSIE 2026 Part 3. This includes scrutinising applicants, verifying identity and qualifications, obtaining and scrutinising references before appointment is confirmed, checking employment history and satisfying ourselves that the candidate has the health and physical capacity for the role. Online searches are carried out on shortlisted candidates. All recruitment materials reference the Trust's commitment to safeguarding.

From 1 September 2026 the supervision exemption for regulated activity with children is removed. An adult who carries out specified work — teaching, training, instructing, caring for or supervising children — frequently, meaning three days or more in a 30-day period or overnight, is engaged in regulated activity whether or not they are supervised, and requires an enhanced DBS check including children's barred list information. The Trust will review all staff and volunteer roles to determine whether they fall within regulated activity and will obtain the appropriate checks where required.

- Before appointment, the Trust determines whether the role is regulated activity and ensures the level of DBS, barred list and other pre-appointment checks is proportionate to the role, the duties and the supervision arrangements.
- Existing volunteers who now fall within regulated activity require an enhanced DBS check with barred list information. Each school reviews all volunteer roles and records the outcome.
- Where an individual is not in regulated activity, the school considers whether another level of check is appropriate.
- Where a DBS certificate is not available before an individual starts, all other checks are completed, including a separate children's barred list check, and the individual is appropriately supervised until the certificate is received.
- In EYFS provision, an individual must not begin work or volunteering until the setting has received both the barred list check and the enhanced DBS check.
- Where adults supervise children on work experience, placements, off-site activity or other school-arranged activity, each setting considers whether the activity is regulated activity and seeks assurance about supervision, safeguarding arrangements and any checks required.
- Where the Trust arranges work experience for its own pupils, it satisfies itself that the provider has appropriate policies to protect children from harm.
- The single central record is updated accurately and promptly and is checked termly by the Principal and at least annually by a governor.
- Referrals are made to the Disclosure and Barring Service or the Teaching Regulation Agency where the legal threshold is met. This applies to volunteers as it does to employees.

1.8.2 Use of reasonable force

Reasonable force means physical contact to restrain or control children using no more force than is needed. Its use is minimised through positive and proactive behaviour support and de-escalation, following Use of reasonable force in schools and Reducing the need for restraint and restrictive intervention. The vulnerability of any child with SEND is taken into account. All incidents are recorded robustly and reviewed with the child and their family, including reflection on how the incident could have been avoided.

1.8.3 Whistleblowing

All staff are aware of the whistleblowing channels available where they feel unable to raise an issue with the senior leadership team, or feel that genuine concerns are not being addressed: the Trust's Whistleblowing Policy, general guidance at gov.uk/whistleblowing, and the NSPCC whistleblowing helpline on 0800 028 0285 or help@nspcc.org.uk.

The above channels are clearly accessible to all staff (in staff handbooks, code of conduct, on staff notice boards etc).

1.8.4 Visitors

All visitors sign in and out, wear identification and receive key safeguarding information including how to contact the designated safeguarding lead. Scheduled professional visitors show identification on arrival.

Scheduled visitors in a professional role (e.g. fire officer, police, Local Authority staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations.

Professionals may also be required to provide a letter of assurance from their organisation that safer recruitment checks have been completed.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity and confirm the reason for the visit.

1.8.5 Use of premises, lettings and external organisations

Where school premises are used by external organisations, including for after-school clubs, community activities, tuition, parish or diocesan activity, the school ensures appropriate safeguarding arrangements are in place. This is read alongside the Trust's Lettings Policy and Health and Safety Policy. The school will:

- set out clear safeguarding expectations for hirers in the hire agreement
- obtain evidence of the hirer's safeguarding policy and procedures where children are involved
- satisfy itself that suitability checks have been carried out where relevant
- provide clear reporting routes for safeguarding concerns arising during a hire, including out of hours
- set out arrangements for allegations against adults working with children on the premises, including notification to the Principal and the local authority designated officer
- keep a record of hirers, activity and assurance received.

1.8.6 Off-site and 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 are themes that can affect children and families, and areas where the Trust has statutory responsibilities. Further information is in KCSIE 2026 Annex A and on each local partnership's website.

- children in the court system, and children affected by parental offending or imprisonment
- children missing or absent from education, including persistent and severe absence

- child exploitation, including child sexual exploitation and child criminal exploitation, county lines, and exploitation committed or facilitated by an organised network or gang, of which the child may appear to be part
- modern slavery, trafficking, servitude and forced or compulsory labour, including where a child is controlled or moved for the purpose of exploitation; a modern slavery referral is completed where a victim of exploitation is identified
- financial exploitation, including where children are coerced or manipulated in relation to money, debt, benefits, gifts, transport or access to goods
- cybercrime, online fraud, coercion and impersonation
- domestic abuse, including where a child sees, hears or experiences its effects
- child-to-parent or caregiver abuse
- homelessness
- so-called honour-based abuse, including female genital mutilation and forced marriage
- online safety, including AI-generated and manipulated content
- mental health, including self-harm and suicidal ideation
- preventing radicalisation and the Prevent duty
- serious violence, including carrying, threatening to use, or using a weapon
- substance misuse
- private fostering
- young carers
- children with a forced migration background.

Child-on-child abuse

Child-on-child abuse includes, but is not limited to:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, which may include an online element that facilitates, threatens or encourages it
- sexual violence, such as rape, assault by penetration, including penetration with an object, and sexual assault
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents,
- sexual harassment, including online sexual harassment, whether standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- making or sharing nudes and semi-nudes, whether consensual or non-consensual, including digitally altered images and images generated by artificial intelligence, sometimes described as deepfakes
- upskirting
- initiation or hazing type violence and rituals, which may include an online element
- harmful sexual behaviour, which exists on a continuum from developmentally expected behaviour through to behaviour that is inappropriate, problematic or abusive.

All incidents of making or sharing nudes and semi-nudes are treated as a safeguarding concern requiring a safeguarding response, proportionate to the circumstances, including the age of the children involved and any element of coercion or vulnerability.

1.10 Mobile phones and smart technology

The DfE's statutory guidance on mobile phones in schools applies from 1 September 2026 and sets the expectation that schools are phone-free environments by default. Each school implements this through its own mobile and smart technology policy, published on the school website and linked on Appendix A. For safeguarding purposes, staff recognise that mobile and smart technology can be used to facilitate child-on-child abuse between individuals and groups, and respond in line with section 2.7.

1.11 Early Years settings within schools including reception age children

1.11.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), we are required to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 , the Early years foundation stage (EYFS) statutory framework - GOV.UK and other related statutory guidance

We will ensure that children taught in nursery/preschool and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

1.11.2 Suitable people

When employing early years staff, we will follow the school's safer recruitment processes to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

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

Whenever an allegation is made against a member of staff (including support staff) in the early years setting, we will follow our school policy. We will also inform Ofsted as soon as possible or within 14 days of any allegations of harm or abuse by anyone, working or looking after children at the premises whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit.

Where early years staff are taking medication that may affect their ability to care for young children, they need to notify the Principal and seek medical advice. Practitioners will only be allowed to directly work with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises will be stored securely, and out of reach of children, always.

1.11.3 Staff training, skills and supervision

We will ensure that:

- All staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;

- All early years staff who have contact with children and families will receive supervision that helps them to effectively safeguard children by providing opportunities to discuss any issues – particularly concerning children's development or well-being, including child protection concerns and Identify solutions to address issues as they arise.
- A member of staff who holds a current paediatric first aid certificate is always available on the school premises and accompanies children on school trips; and
- Each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

1.11.4 Staff ratios

We will ensure that:

- Staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- Parents are kept informed of staff members and numbers; and
- Children are usually kept within sight or hearing.

For before and after school provision, we will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

1.11.5 Health

We will:

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

1.11.6 Health and safety and suitability of premises

We will ensure that all indoor and outdoor spaces and facilities used for early years are safe and fit for purpose and comply with school policies and standards for site safety and health and safety.

The school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

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

1.11.7 Managing behaviour

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

We will keep a record of any occasion where physical intervention is used and parents/carers will be informed on the same day, or as soon as reasonably practicable.

1.11.8 Attendance

Although statutory attendance requirements apply from the term after a child turns five, we recognise the importance of establishing strong attendance habits from the earliest stages of education. Regular attendance in early years lays the foundation for future learning, wellbeing, and safeguarding.

1. Expectations and Responsibilities

- Parents and carers are expected to ensure that children attend their early years provision regularly and punctually, even if attendance is not yet compulsory.
- We will maintain accurate daily attendance records for all children in our provision.
- Absences should be reported by parents/carers on the first day, with a clear reason provided. Unexplained or prolonged absences will be followed up in line with safeguarding procedures.

2. Safeguarding and Early Intervention

- In line with Keeping Children Safe in Education (2026) and the EYFS statutory framework, persistent or unexplained absence in early years may be treated as a safeguarding concern.
- We will make timely contact with parents and carers and escalate concerns where necessary, including the use of multiple emergency contacts and referrals to external agencies if appropriate.
- Attendance concerns will be addressed through early help processes, with support offered to families to overcome barriers such as routines, transport, or health-related issues.

3. Promoting Positive Attendance

- We will work in partnership with parents to promote the benefits of regular attendance from the outset, using induction meetings, newsletters, and parent workshops to reinforce expectations.
- Staff are trained to recognise the impact of absence in early years and to respond with sensitivity and support.

Part 2: Procedures

2.1 Reporting concerns

All staff and volunteers are clear about recording and reporting concerns to the designated safeguarding lead or a deputy without delay. Where a child is in immediate danger, staff phone the police on 999.

Concerns are recorded on the school's safeguarding system (CPOMS) on the same day, and in any event within 24 hours. This applies whether or not the member of staff also makes a referral. Records include a clear summary of the concern, how it was followed up, the actions taken, the decisions reached, the rationale and the outcome.

Children must have more than one trusted route to report a concern, including face to face, in writing and, where appropriate, digitally. Each school's routes are set out on Appendix A, are well promoted and are understood by children. Reports are always taken seriously.

Appendix C sets out the reporting flow for each local authority. Appendix D sets out how to respond to a disclosure.

2.2 Information sharing

The Trust and its schools have due regard to data protection principles which allow for sharing, and withholding, personal information as provided for in the Data Protection Act 2018 and the UK General Data Protection Regulation. Safeguarding information is shared in line with HM Government Information Sharing advice for safeguarding practitioners.

- Safeguarding and individuals at risk is a processing condition that allows practitioners to share special category personal data.
- Practitioners seek consent to share where possible, but do not delay sharing where seeking consent would place a child at risk, would compromise a criminal investigation, cannot reasonably be expected, or where sharing will safeguard a child in a timely manner and consent cannot be obtained.
- Where information is shared, decisions must be necessary, proportionate, relevant, accurate, timely and secure, and the rationale must be clearly recorded.
- Personal data will not be provided where the serious harm test is met. Where in doubt the Trust will seek legal or professional advice.

The Data Protection Act 2018 and the UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must never stand in the way of the need to safeguard and promote the welfare of children.

2.3 Identifying and monitoring the needs of vulnerable learners

Designated safeguarding leads and deputies regularly review and monitor learners identified as vulnerable, cross-referencing attendance, behaviour, attainment and safeguarding records at least termly. This ensures that:

- proportionate and early intervention promotes the safety and welfare of the child and prevents escalation of harm
- information about vulnerable learners is shared with teachers and leaders to promote educational outcomes

- learners who have, or have had, a social worker have their progress and attainment reviewed, with additional academic support provided
- reasonable adjustments are made to school-based interventions, for example in responding to behaviour.

Children who have been repeatedly removed from the classroom, placed in internal isolation, placed on a part-time or reduced timetable, or whose attendance indicates emerging concern, are considered for early help or Family Help, safeguarding review and proportionate multi-agency discussion. Each school maintains a means of centrally recording removals from the classroom so that patterns can be seen and evidenced.

This section is read alongside the Behaviour and Positive Handling Policies, the Inclusion Policy, the SEND Policy and the Attendance Policy.

2.4 Multi-agency working across two local authorities

The Trust's schools are relevant agencies within their local safeguarding partnerships:

- Bristol schools: Keeping Bristol Safe Partnership
- North Somerset schools: North Somerset Safeguarding Children Partnership (NSSCP)

The Trust and its schools work with partner agencies to safeguard and promote the welfare of children in compliance with Working Together to Safeguard Children 2026. Schools understand and apply local thresholds, including access to early help and Family Help, and contribute information and professional analysis promptly.

Which authority. Where a child is at immediate risk of harm, staff call 999 without delay. Referrals to children's social care will normally be made to the local authority in which the child lives, which may not be the authority in which the school sits. Where a child lives in South Gloucestershire, Bath and North East Somerset or another authority, the contacts in Appendix B4 apply. Where the child already has an allocated social worker or Family Help worker, contact that worker directly, or in their absence their team manager. Where the child is in care, or where there is virtual school involvement, the virtual school head for the child's responsible local authority is notified or consulted as appropriate. Allegations about an adult are dealt with under section 2.8 and follow the local authority designated officer arrangements for the authority responsible for the school or setting in which the adult works.

Occasions that warrant a statutory assessment under the Children Act 1989 are where the child is in need under section 17, including where a child is a young carer or subject to a private fostering arrangement, or where the child needs protection under section 47 because they are experiencing, or are likely to experience, significant harm.

Bristol route

- All professional safeguarding and child protection referrals are made by telephoning First Response on 0117 903 6444. The online form is no longer the route for professional referrals.
- The Keeping Bristol Safe Partnership Indicators of Possible Need booklet and Effective Support for Children and Families in Bristol booklet are used to determine the level of need.
- Parents or carers are told a referral is being made unless doing so would place the child at risk.
- Out of hours, contact the Emergency Duty Team on 01454 615 165.

North Somerset route

- Professionals complete a request for support form and email it to the Front Door at childrens.frontdoor@n-somerset.gov.uk, indicating the level of concern as green, amber, orange or red with a short explanation, using the continuum of need in the NSSCP Effective Support for Children, Young People and Families document.
- The Safer Me screening tool is completed and attached wherever there are risks of harm outside the home.
- The Front Door triages the request and provides an outcome within 48 hours.
- Where advice is needed before referring, the professional consultation line is 01275 888 690 (Monday to Thursday 9am to 5pm, Friday 9am to 4.30pm).
- Care Connect, North Somerset's single point of access, is 01275 888 808 (Monday to Friday 8am to 6pm).
- Out of hours, contact the Emergency Duty Team on 01454 615 165.

Additional considerations

- Where a learner or family is subject to an inter-agency child protection plan or a multi-agency risk assessment conference, the school contributes to the preparation, implementation and review of the plan.
- Schools co-operate with statutory assessments, including attendance at strategy discussions, initial and review child protection conferences and core group meetings.
- Where a child in care may be placed on a reduced timetable, the school consults the virtual school head for the child's responsible local authority following local procedures.
- Where an offensive weapon has been brought onto a school site, the school liaises with the local violence reduction arrangements: Safer Connections in Bristol, and the equivalent arrangements in North Somerset.
- Where there is a risk of harm, the police are called on 999. For other concerns of criminality, the NPCC guidance When to Call the Police is used, or the school contacts its neighbourhood policing team or school officer.
- In the rare event of a child death or a child being seriously harmed, the Trust or school notifies the relevant safeguarding partnership as soon as is reasonably possible, and the CEO is informed the same day.

2.5 Suspensions, permanent exclusions and alternative provision

To be read alongside the Trust Behaviour and Positive Handling Policy and each school's local behaviour policy.

Where the school is considering suspending or permanently excluding a learner and additional vulnerability is identified, the learner's welfare is a paramount consideration. The Principal considers the legal duty of care when sending a learner home, and is alert to the need for early help or Family Help for a child who is frequently missing from education, home or care, or who has experienced multiple suspensions, is at risk of permanent exclusion or is in alternative provision.

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

The Trust exercises its legal duties, including whether a statutory assessment should be considered under the Children Act 1989, that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 and the SEND Code of Practice, and having regard to

the learner's rights under the Human Rights Act 1998. Interventions are consistent with the current DfE statutory guidance on suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

2.5.1 Actions to take

- An assessment of need is undertaken with multi-agency partners to mitigate identified risk of harm, in line with section 2.3.
- Where the child is subject to a child protection plan, or where a child protection file exists, a multi-agency risk assessment meeting is convened before the decision to exclude.
- Where a one-off serious incident results in an immediate decision to exclude, the risk assessment is completed before the governing body meeting is convened.
- The local authority is notified without delay, regardless of the length of a suspension, and the social worker and virtual school head are notified where applicable.

2.5.2 Commissioning alternative provision

The Trust follows the DfE guidance Alternative provision and Education for children with health needs who cannot attend school, and the relevant local alternative learning provision process. The Trust and the school remain responsible for the safeguarding of the learner. Before and during any placement the school obtains and records assurance covering:

- written confirmation that the provider has completed the safer recruitment checks the school would otherwise carry out on its own staff
- named contacts at the provider and agreed roles and responsibilities
- daily attendance monitoring and prompt notification of absence
- information sharing arrangements and risk assessment
- the suitability of the provision for the child's needs, and regular review that the placement remains safe and appropriate.

2.6 Children missing or absent from education, and elective home education

A child missing or absent from education may indicate abuse, neglect or exploitation, or a need for early help or Family Help. The Trust follows Children Missing Education and Working Together to Improve School Attendance, together with local authority procedures: the Bristol City Council Education Welfare Service for Bristol schools, and North Somerset Council's education engagement and CME arrangements for North Somerset schools.

Schools treat the following as safeguarding indicators requiring prompt follow-up, information sharing and recording:

- unexplained absence, and absence which does not match the reason given
- persistent absence and severe absence
- repeated missing episodes, including going missing from home or care
- a child leaving the school without a known destination
- roll changes, including where the school cannot establish the child's whereabouts.

The school notifies the relevant local authority in accordance with statutory guidance and local procedures. This includes the local authority responsible for the school and, where different or required for safeguarding purposes, the local authority in which the child lives. Notification is made:

- of any pupil who fails to attend school regularly, or who has been absent without permission for a continuous period of 10 school days or more, at intervals agreed with the authority
- when a pupil is removed from roll, joins the school, moves to another setting, or is withdrawn for elective home education, in line with local authority processes and the statutory CME guidance.

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 through sickness, the local authority is notified.

2.6.1 Elective home education

The Trust notifies the local authority of every learner whose parent has exercised their right to educate their child at home. Safeguarding files are shared with the local authority elective home education service and consideration is given to whether additional support from children's social care is needed under the Children Act 1989.

Where there are existing safeguarding concerns, patterns of poor attendance, exploitation concerns or disengagement from education, elective home education is considered carefully and relevant safeguarding information is shared with the local authority promptly. The designated safeguarding lead is involved in every case, before the child is removed from roll wherever possible.

2.7 Responding to child-on-child abuse

All children have the right to attend school and learn in a safe environment. All staff recognise that children can abuse other children, including online, and that this can happen inside school, outside school and online. Incidents are addressed under this policy alongside the behaviour policy, and records are kept on the child's safeguarding file. Examples are listed in section 1.9.

- We operate a zero-tolerance approach. Incidents are never tolerated or passed off as banter, having a laugh or part of growing up. Banter and teasing are recognised as bullying behaviour and may require proportionate intervention.
- Alongside zero tolerance, we educate and act to mitigate the risk of a culture that normalises abuse.
- We recognise that misogyny is escalatory and intersects with harmful sexual behaviour, and that early identification of misogynistic attitudes reduces the risk of harmful sexual behaviour occurring.
- We recognise that technology can be used to facilitate, amplify or record abuse, including through self-generated intimate images, image-based abuse and AI-generated content.
- Child-on-child abuse may reflect equality issues; those targeted are more likely to have protected characteristics.
- Early identification of vulnerability is made by reviewing attendance, behaviour, attainment and safeguarding records at least termly.
- The absence of reports does not mean that child-on-child abuse is not happening.

Initial reports of harm are handled by:

- securing the immediate safety of the children involved and sourcing support for others affected
- listening carefully, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and prompting only with open questions

- ensuring victims are never given the impression that they are creating a problem, and are never made to feel ashamed for making a report
- taking the child's wishes into account in any intervention, while acting to ensure safety
- recognising that children may not feel ready or know how to tell someone they are being abused, exploited or neglected
- not promising confidentiality, as information will very likely need to be shared.

2.7.1 Sexual violence, sexual harassment and harmful sexual behaviour

- Incidents are reported immediately to the designated safeguarding lead or deputy, who assesses what proportionate action is required. The Brook Sexual Behaviours Traffic Light Tool is used to inform the assessment.
- The designated safeguarding lead considers whether the case can be managed internally, through early help or Family Help, or whether other agencies must be involved in line with section 2.4.
- Where an incident involves an act of sexual violence — rape, assault by penetration or sexual assault — the starting point is that it is passed to the police immediately, regardless of the age of criminal responsibility, reported via 101 for recording and accountability, on the understanding that the police take a welfare-led rather than criminal justice approach. A concurrent referral to children's social care is made. A strategy discussion can be requested where the school wishes to voice concerns about criminalisation in a multi-agency context.
- Where children require a statutory assessment under section 17 or section 47, a referral to children's social care is made.
- Where the report includes an online element, staff follow Searching, screening and confiscation and Sharing nudes and semi-nudes: advice for education settings. Staff must not view, copy or forward images of a child, including self-generated, manipulated or AI-generated content, unless it is absolutely unavoidable, in which case the advice sets out what to do.
- Risk assessments and safety plans are developed for the children involved, including bystanders, reviewed at least every three months or whenever a further incident occurs, involving the child and parents or carers and addressing contextual risk.
- Harmful sexual behaviour, sexual harassment and sexual violence are treated as safeguarding concerns, not simply behaviour issues. The school records decisions, risk assessments, support for those harmed, support and challenge for those who have caused harm, and any wider contextual or cultural action required.

2.7.2 Contextual safeguarding

The Trust minimises the risk of child-on-child abuse by increasing safety in the contexts in which harm occurs, including the school environment, peer groups and the neighbourhood. Following any incident, the designated safeguarding lead reviews whether practice or environmental changes are needed, including staffing and supervision, changes to the physical environment and the delivery of safeguarding topics in the curriculum.

2.8 Responding to allegations of abuse made against professionals

Staff must report any concern or allegation about the behaviour of an adult working with children, including supply staff, trainee teachers, volunteers and contractors, where they may have:

- behaved in a way that has harmed, or may have harmed, a child

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

2.8.1 Immediate action

Examples of such behaviour could include, but are not limited to: being overfriendly with children, having favourites, taking photographs of children on their mobile phone, contrary to school policy, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating children

- Do not speak to the individual concerned.
- Report the concern directly and promptly to the Principal, or to the CEO where it concerns a Principal, Head of School or Executive Principal. Where it concerns the CEO, report to the Chair of the Board.
- The Principal or CEO considers at that point whether a referral to the local authority designated officer is appropriate, and contacts the LADO for advice where unsure. Contact is made within one working day.
- The referral is made to the local authority designated officer for the authority responsible for the school or setting in which the adult works, not the authority in which the child lives. LADO contacts for both authorities are in Appendix B. Where an adult works across schools in both authorities, the LADO for the school where the alleged incident occurred is contacted first, and the CEO is informed so that the other authority can be notified if required.
- Where there is a conflict of interest which inhibits reporting, staff may report directly to the LADO.
- Allegations about supply staff and trainee teachers are handled in the same way as allegations about employed staff. The school leads and progresses enquiries with the LADO while engaging the agency, business or higher education provider, which will usually lead on any disciplinary action.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children are referred to the LADO on the day the allegation is reported, and the allocated social worker is informed the same day. The school does not investigate unless the LADO advises this.
- Any decision to suspend a Principal, Head of School or Executive Principal is taken in accordance with the Trust's Scheme of Delegation and Disciplinary Policy, following advice from the LADO where appropriate. Suspension is not an automatic response to an allegation.

2.8.2 Low-level concerns

To be read alongside the Staff Code of Conduct and KCSIE 2026 Part 4. A low-level concern is not insignificant. This process is used where a concern about professional conduct does not meet the harm threshold.

- Reports are made in accordance with the school's process. This applies where a Trust central team member is working at a school, and where a member of school staff is working on a site other than their normal base.
- The Trust creates an environment in which staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The designated safeguarding lead addresses unprofessional behaviour and supports the individual to correct it at an early stage, handling concerns responsively, sensitively and proportionately.

- Patterns of low-level concern are reviewed to identify themes, cultural issues, training needs or wider safeguarding weaknesses. The Principal reports themes to the local governing committee, and the CEO reports Trust-wide themes to the Board annually.
- Any deficits in the school's safeguarding system identified through this process are corrected.

2.9 Mental health and wellbeing

Schools have an important role in supporting the mental health and wellbeing of 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, or may require early help or Family Help support. Self-harm, suicidal ideation and risk of suicide are safeguarding concerns in their own right and require a safeguarding response.

Staff are well placed to notice changes and are alert to potential warning signs, including changes in behaviour, sleep difficulties, withdrawal from social situations, loss of interest in things the child usually enjoys, and physical signs of harm or neglect. Absence, reduced engagement, caring responsibilities and exposure to online harm may also indicate unmet need.

The Trust and its schools commit to:

- appointing a senior mental health lead with sufficient training in mental health and safeguarding, who supports the development of knowledge and acts as a point of expertise
- early identification of vulnerability by reviewing attendance, behaviour, attainment and safeguarding records at least termly
- ensuring children can report and share concerns in line with section 2.1
- ensuring staff follow the reporting process in Appendix C, so that the designated safeguarding lead and the wider safeguarding team, including the SENDCo, can identify other vulnerabilities and consider proportionate support
- ensuring the immediate health and safety of a child displaying acute distress, including emergency services via 999 where there is risk of immediate harm
- considering whether a case can be managed internally, through early help or Family Help, or requires other agencies, in line with section 2.4, and whether to inform parents or carers where doing so would not place the child at additional risk
- working with the child and parents or carers so that interventions are in the best interests of the child
- making reasonable adjustments and supporting positive educational outcomes
- recognising that only appropriately trained professionals may make a diagnosis, while ensuring leaders can access specialist advice through targeted services or primary mental health specialists
- knowing the mental health services available in the relevant local authority and how to refer when thresholds are met, and following the advice of mental health professionals.

2.9.1 A whole-school approach

Preventative work through the curriculum gives learners opportunities to identify when they may need help and to develop resilience. The whole-school approach includes high-quality teaching about mental health and wellbeing, a culture and environment that promote wellbeing, ensuring pupils and staff know how to access services, supporting staff wellbeing, and commitment to pupil and parent participation.

2.10 Online safety

Online safety is an integrated and interwoven theme across safeguarding rather than a separate subject. The designated safeguarding lead leads on ensuring responses are effective, co-ordinating with colleagues who have technical expertise, and a named senior leader is responsible for filtering and monitoring.

Children use technology daily to access the internet and share content. Some adults and some children use these technologies to cause harm, from abusive messages through to grooming and coercion. Children may also be harmed by accessing material promoting extremism, criminal activity, self-harm or disordered eating, and need to understand the impact of misinformation, disinformation and conspiracy theories.

The Trust addresses online safety around content, contact, conduct and commerce. This includes:

- ensuring online safety is reflected in relevant policies and procedures, including each school's online safety policy and mobile and smart technology policy
- interweaving online safety in staff training and in the curriculum for learners
- recognising that child-on-child abuse can occur via mobile and smart technology between individuals and groups, and responding as set out in section 2.7
- assessing and responding to emerging technology risks, including AI-enabled manipulation, sexualised or humiliating image generation, deepfakes, cyber-enabled coercion, impersonation, online fraud and the misuse of generative tools to bully, humiliate, exploit or abuse children, recognising that generative AI is a risk factor within contact and conduct
- ensuring remote education complies with current government advice
- reviewing filtering and monitoring, information security and access management at least annually, in line with the DfE filtering and monitoring standards and the digital and technology standards, with checks carried out in all relevant locations on all internet-connected devices, records kept and deficiencies rectified
- retaining evidence of decisions and actions for governance assurance, reported to the local governing committee annually.

Appendix A – School Safeguarding Front Sheet

To be completed by each school, published alongside this policy, and reviewed at the start of each academic year and whenever any of the details change. Send the completed sheet to the Trust central team. The highlighted fields are the only parts of this document a school completes.

School details

Field	Detail
School	St Bonaventure's
Local authority in which the school sits	Bristol
Local safeguarding partnership	KEEPING BRISTOL SAFE PARTNERSHIP

Key safeguarding people

Role	Name	Contact
Principal	Sarah Ballantine	Principal@stbo.newmancatholictrust.com
Designated safeguarding lead	Sarah Ballantine	Principal@stbo.newmancatholictrust.com
Deputy designated safeguarding lead	Stephanie Woolley	Deputy@stbo.newmancatholictrust.com
Safeguarding governor	Mary Furby	Mfurby@stbo.newmancatholictrust.com
Chair of local governing committee	Mary Furby	Mfurby@stbo.newmancatholictrust.com
Designated teacher for children in care	Stephanie Woolley	Deputy@stbo.newmancatholictrust.com
Senior mental health lead	Sarah Ballantine	Principal@stbo.newmancatholictrust.com
Prevent lead	Sarah Ballantine	Principal@stbo.newmancatholictrust.com
SENDCo	Liz Kurzik	Lkurzik@stbo.newmancatholictrust.com
Medical and allergy lead	Gina Beattie/Charron Plumstead	Gbeattie@stbo.newmancatholictrust.com/cplumstead@stbo.newmancartholictrust.com

Role	Name	Contact
Named senior leader for filtering and monitoring	Sarah Ballantine	Principal@stbo.newmancatholictrust.com
Attendance lead	Leonne Ward	Lward@stbo.newmancatholictrsut.com

Trust contacts (the same for every school)

Role	Name	Contact
Chief Executive Officer	Dr Daniel Doyle	ceo@newmancatholictrust.com
Chair of the Trust Board	Chris Izuka	chair@newmancatholictrust.com
Trust safeguarding oversight	Dr Daniel Doyle, CEO	ceo@newmancatholictrust.com
Board lead for safeguarding	Robert Stewart	safeguarding@newmancatholictrust.com

Reporting and access

Field	Detail
Confidential safeguarding mailbox (monitored all year)	DSL@
Safeguarding recording system	CPOMS
Designated safeguarding lead cover arrangements (who covers, how they are contacted)	Deputy to take charge
Out-of-term and out-of-hours safeguarding arrangements	Chloe Sandford and Alice Webber DSL's for KidZone
How children report a concern (at least two routes)	Speak to any adult; worry box in class rooms, S Woolley
Link to school behaviour policy	St Bonaventure's Catholic Primary School - Policies and Procedures
Link to school online safety and acceptable use policy	St Bonaventure's Catholic Primary School - Policies and Procedures
Link to school mobile and smart technology policy	St Bonaventure's Catholic Primary School - Policies and Procedures
Link to school SEND and inclusion policies	St Bonaventure's Catholic Primary School - Policies and Procedures
Link to school attendance policy	St Bonaventure's Catholic Primary School - Policies and Procedures
Link to school Equalities Policy, objectives and statement	St Bonaventure's Catholic Primary School - Policies and Procedures

Reminder for all staff. Referrals to children's social care normally follow the local authority in which the child lives, which may not be the authority in which this school sits. Concerns about an

adult follow the local authority designated officer arrangements for the authority responsible for this school. See Appendix B.

Appendix B – Multi-agency contacts

Contact routes are the highest-risk part of any safeguarding policy: they are verified with each local authority before publication and reviewed termly. Any change is notified to all designated safeguarding leads immediately.

How to use this appendix. Sections B2 to B4 are used according to the local authority in which the child lives, for referrals to children's social care, early help and Family Help, children missing education and elective home education. The local authority designated officer entry is different: allegations about an adult are referred to the LADO for the authority responsible for the school or setting in which the adult works.

B1 – Emergency and universal contacts

Purpose	Contact
A child is at immediate risk of harm	Police – 999
Police, non-emergency, including reporting sexual violence for recording purposes	101
Concerns about radicalisation	Prevent, Avon and Somerset Police – 01278 647466 / PreventSW@avonandsomerset.police.uk
Specialist police safeguarding unit	Lighthouse Safeguarding Unit – 01278 649228 / LighthouseBristol@avonandsomerset.police.uk
Reporting online abuse or grooming	CEOP – ceop.police.uk/ceop-reporting
Professional online safety advice	Professional Online Safety Helpline – 0344 381 4772 / helpline@saferinternet.org.uk
Whistleblowing where concerns cannot be raised internally	NSPCC whistleblowing helpline – 0800 028 0285 / help@nspcc.org.uk
FGM advice	NSPCC FGM helpline – 0800 028 3550 / fgmhelp@nspcc.org.uk
Forced marriage	Forced Marriage Unit – 020 7008 0151 / fmu@fcdo.gov.uk
Modern slavery	Modern Slavery Helpline – 08000 121 700; National Referral Mechanism via gov.uk
Child sexual and criminal exploitation intelligence	Avon and Somerset Police online reporting – avonandsomerset.police.uk/forms/vul

B2 – Bristol

For children living in Bristol.

Purpose	Contact
Safeguarding and child protection referral (professionals must telephone)	First Response – 0117 903 6444
Out of hours	Emergency Duty Team – 01454 615 165
Advice and guidance about whether to refer; targeted support	Family Help – South 0117 903 7770; East Central 0117 357 6460; North 0117 352 1499

Purpose	Contact
Mental health crisis, 24 hours	Bristol Mental Health – 0300 555 0334
Allegations about an adult who works or volunteers with children	LADO – 0117 903 7795 / LADO@bristol.gov.uk; KBSP LADO notification form
Safeguarding policy, procedure and practice advice for schools	Safeguarding in Education Team – 0117 922 2532 / Safeguardingineducationteam@bristol.gov.uk
Contextual safeguarding, harm outside the home, weapons and serious violence	Safer Connections – saferconnections@bristol.gov.uk
Children missing education	Bristol City Council Education Welfare Service
Local guidance and thresholds	Keeping Bristol Safe Partnership; bristolsafeguardingineducation.org.uk; Indicators of Possible Need and Effective Support booklets
Children in care – virtual school	Hope Virtual School, Bristol City Council
Young carers	Carers Support Centre – 0117 958 9980
Harmful sexual behaviour advice	Be Safe – 0117 340 8700

B3 – North Somerset

For children living in North Somerset. North Somerset is a separate unitary authority from Somerset Council: Somerset Council contacts, forms and procedures do not apply.

Purpose	Contact
Professional referral: request for support form, with Safer Me screening tool where there are risks of harm outside the home	Front Door – childrens.frontdoor@n-somerset.gov.uk; outcome within 48 hours
Advice before referring	Professional consultation line – 01275 888 690, Monday to Thursday 9am–5pm, Friday 9am–4.30pm
Single point of access	Care Connect – 01275 888 808 / care.connect@n-somerset.gov.uk, Monday to Friday 8am–6pm
Out of hours	Emergency Duty Team – 01454 615 165
Allegations about an adult who works or volunteers with children	LADO, Allyson Donovan – 07386 963 406 / lado@n-somerset.gov.uk (LADO referral and consultation form)
Safeguarding advice for education settings	North Somerset education safeguarding leads via NSSCP – nsscp.co.uk
Local guidance and thresholds	NSSCP Effective Support for Children, Young People and Families (continuum of need); NSSCP issue resolution policy
Children missing education, attendance and inclusion	North Somerset Council education engagement arrangements
Children in care – virtual school	North Somerset Virtual School
Young carers and family support	care.connect@n-somerset.gov.uk – 01275 888 808

Escalation. Where the school does not agree with a decision made about a child, the designated safeguarding lead uses the relevant partnership's escalation or issue resolution

procedure and informs the CEO. Disagreement is recorded, and is never a reason to take no further action.

B4 – Neighbouring authorities

Use these where the child lives outside Bristol or North Somerset.

Authority	Contact	Out of hours
South Gloucestershire	Access and Response Team – 01454 866000 / accessandresponse@southglos.gov.uk	Emergency Duty Team 01454 615 165
Bath and North East Somerset	Children's Social Work Services – 01225 396312 or 01225 396313 / ChildCare_Duty@bathnes.gov.uk	Emergency Duty Team 01454 615 165
Somerset (Somerset Council)	Family Front Door, professional consultation – 0300 123 3078; Somerset Direct 0300 123 2224	As advised by Somerset Council
Any other authority	Search "report a concern about a child" for the authority in which the child lives, and record the route used	As advised by that authority

Appendix C – Reporting a concern

The first four steps are the same wherever the child lives. The referral route then follows the child's home authority.

Steps for all staff, in every school

1. If the child is in immediate danger, phone 999. Do not wait.
2. Speak to the designated safeguarding lead immediately, or a deputy. If neither is available, use the school's confidential safeguarding mailbox and tell a senior leader. If you still cannot reach anyone and the concern is a child protection concern, you may refer yourself.
3. Record the concern on CPOMS the same day and in any event within 24 hours, whether or not you make the referral. Use the child's own words. Do not add opinion or interpretation.
4. The designated safeguarding lead reviews the concern against attendance, behaviour, attainment and existing safeguarding records, and agrees the action required.

Then: Bristol route (child lives in Bristol)

Outcome of the designated safeguarding lead's assessment	**Action**
Child protection concern	Telephone First Response on 0117 903 6444, stating that it is a child protection concern. Call police on 101 where relevant. Record on CPOMS within 24 hours. Participate in strategy discussion or section 47 enquiries.
Meets threshold for referral, not immediate child protection	Telephone First Response on 0117 903 6444. Parental consent is normally required and parents are told, unless doing so would place the child at risk.
Needs additional support	Single or multi-agency intervention, or refer direct to another service. This equates to early help or Family Help for the child. Contact the relevant Family Help team (B2).
No further action at this stage	Monitor, record the rationale and set a review date.
Out of hours	Emergency Duty Team – 01454 615 165.

First Response assesses the referral and threshold, and directs to Family Help, to child in need enquiries under section 17, or decides no further action. Whatever the outcome, keep monitoring, re-refer or escalate as appropriate, participate in assessments and plans, and chase referrals if you are not kept informed.

Then: North Somerset route (child lives in North Somerset)

Outcome of the designated safeguarding lead's assessment	**Action**
Child protection enquiry: reasonable cause to suspect a child is suffering, or likely to suffer, significant harm	Telephone the professional consultation line on 01275 888 690, or 999 where there is immediate risk. Follow up with the request for support form within one working day, with the Safer Me screening tool where there are risks of harm outside the home.
Child in need, or unsure of threshold	Use the continuum of need in the NSSCP Effective Support document to grade the concern green, amber, orange or red. Complete the request for support form and email

Outcome of the designated safeguarding lead's assessment	Action
	childrens.frontdoor@n-somerset.gov.uk with the grading and a short rationale.
Needs additional support	Discuss with the family, gain consent, and request support through the Family Help and family wellbeing arrangements.
No further action at this stage	Monitor, record the rationale and set a review date.
Out of hours	Emergency Duty Team – 01454 615 165.

The Front Door triages the request and provides an outcome within 48 hours. Contact will be made with parents, the child and partner agencies where appropriate. Outcomes include a strategy discussion, a child and family assessment, a referral to family support services, or no further action by statutory services.

Concerns about a child's mental health, or child-on-child abuse

1. Secure the safety of the child or children involved and source support for others affected.
2. Record the concern on CPOMS. The designated safeguarding lead and deputies are notified.
3. The designated safeguarding lead and safeguarding team review the concern, cross-referencing attendance, behaviour, attainment and safeguarding records.
4. The concern and need are reviewed alongside the child and family.
5. The outcome is one of: managed internally through pastoral support, contextual safeguarding, restorative approaches and the curriculum, with parents informed; escalated to targeted or specialist services with consent; or referred to children's social care and/or the police as a child protection or criminal matter.

All actions, risk assessments and responses are recorded on the safeguarding file. Plans and risk assessments are reviewed every three months, or whenever a further concern is raised.

Appendix D – Dealing with a disclosure of abuse

It takes courage for a child to disclose. They may feel ashamed, guilty or frightened, may have been threatened, may have lost trust in adults, may believe it is their fault, or may not recognise what is happening as abuse. A child who discloses may have to tell their story again to the police or social workers, so their first experience of telling a trusted adult matters enormously.

During the conversation

- Stay calm. Do not communicate shock, anger, disgust or embarrassment; the child may stop talking if they feel they are upsetting you.
- Listen and allow the child to speak freely. Do not be afraid of silences.
- Reassure the child it is not their fault and they have done the right thing in telling someone.
- Never promise confidentiality or to keep a secret. Explain that you will need to pass the information on, to whom and why.
- Use open questions — tell me, explain to me, describe to me. Do not ask leading questions or press for detail.
- Do not speculate, jump to conclusions, make accusations or comment on alleged perpetrator.
- Do not automatically offer physical touch as comfort.
- Do not admonish the child for not telling sooner.
- Check you have understood what the child is telling you and tell them what will happen next.
- Recognise that it is not your role to investigate or to verify what is being said, or to examine the child. That is the responsibility of children's social care and the police.

Immediately afterwards

- Make a detailed record using the child's own words, including any questions you asked. Do not add opinion or interpretation.
- Record the concern, the actions taken, the decisions made, the rationale and the outcome, and share it promptly with the designated safeguarding lead or a deputy. Verbal conversations with the designated safeguarding lead are also recorded in writing.
- Include the child's voice, a body map where necessary, and any other relevant information.
- Remember the five Rs: recognise, respond, reassure, refer, record.

Notifying parents

- The school normally seeks to discuss concerns with parents. This is handled sensitively and is normally done by the designated safeguarding lead.
- Where notifying parents could increase risk to the child or exacerbate the problem, advice is sought first from children's social care in the child's home authority.
- Where there are concerns about forced marriage or so-called honour-based abuse, parents are not informed that a referral is being made, as this may place the child at significantly increased risk. In some circumstances it will be appropriate to contact the police.

Supporting staff

Staff who become involved with a child who has suffered harm may find the situation stressful and upsetting. The school provides an opportunity to talk this through with the designated safeguarding lead and to access further support. Designated safeguarding leads have access to safeguarding supervision arranged by the Trust.

Appendix E – Types of abuse and neglect

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults, or by another child or children.

Abuse, neglect and safeguarding issues are rarely standalone events covered by one definition or label. In most cases multiple issues overlap. Staff should also be alert to exploitation, harm outside the home, online harm, financial exploitation, modern slavery, child-to-parent or caregiver abuse and technology-facilitated abuse, which frequently overlap with the four categories below. Concerns are reported to the designated safeguarding lead without delay.

The ultimate responsibility to assess and define the type of abuse rests with the police and children's social care. Our responsibility is to understand each category, to recognise the impact on a child's welfare and development, and to act early where we have concerns.

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 psychological needs, likely to result in serious impairment of health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. 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; to protect a child from physical and emotional harm or danger; to ensure adequate supervision, including the use of inadequate caregivers; or to ensure access to appropriate medical care or treatment. It may also include unresponsiveness to a child's basic emotional needs.

Emotional abuse

The persistent emotional maltreatment of a child so as to cause severe and adverse effects on their emotional development. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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, overprotection, limitation of exploration and learning, or preventing 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, although it may also occur alone.

Sexual abuse

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. Sexual abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse 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. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution

Additional barriers for children with SEND

Set out at section 1.3. Staff apply professional curiosity rather than assuming that behaviour, mood or injury relates to the child's disability.

Appendix F – Specific actions on topical safeguarding issues

National guidance is not reproduced here. Further information is in KCSIE 2026 Annex A, and the role of the designated safeguarding lead is in KCSIE 2026 Annex B. Local guidance is signposted in Appendix B. This appendix sets out the local and practical actions our schools take.

For every topical concern, staff and the designated safeguarding lead consider: is the child immediately safe; does the child need early help or Family Help; is a statutory referral required; should information be shared with the police or another agency; and what must be recorded on the safeguarding file. It is also important to liaise with other education settings attended by siblings, who may hold information that supports early identification.

Harm outside the home, including child sexual and criminal exploitation

- Early help or Family Help intervention is provided as soon as a concern of harm outside the home is identified, with advice sought from the local authority and targeted services. The child and family are part of any planning.
- Bristol: where there is evidence a child is experiencing harm outside the home, refer to First Response on 0117 903 6444. Contact Safer Connections at saferconnections@bristol.gov.uk for inter-agency support, consultation and contextual safeguarding advice. Named-child or immediate safeguarding concerns follow the referral route, not the consultation route.
- North Somerset: complete the Safer Me screening tool and submit it with the request for support form to the Front Door. Use the professional consultation line for advice.
- Where there is intelligence that a child or peer group is at risk of, or involved in, criminality, share information with the police via 101 or the Avon and Somerset online reporting form, to support disruption activity.
- Where a victim of child sexual or criminal exploitation is identified, complete a modern slavery referral through the National Referral Mechanism.
- Missing person notifications from Avon and Somerset Police are stored securely on the child's safeguarding file and used to inform reasonable adjustments and support.

Serious violence and weapons

- Indicators may include unexplained injuries, absence and disrupted education, changes in friendship groups, fearfulness, coercion, debt, possession of weapons, association with exploitative adults or peers, a history of offending, and online content linked to violence, threats or humiliation.
- If a weapon is used, or there is a threat of use, call the police immediately.
- If a knife, bladed article or offensive weapon is found on school premises, call the police. Possession is likely to be a criminal offence, so investigation must be led by the police. There is no educational purpose defence.
- The school focuses on immediate safety and safeguarding, including calm supportive conversation with the child to understand welfare needs, avoiding investigative questioning.
- Make a safeguarding referral where there are additional welfare concerns.
- Bristol: contact Safer Connections the same day for a multi-agency assessment of risk and safety planning. North Somerset: notify the police and contact the Front Door for a multi-agency assessment.

- The response includes a recorded safeguarding assessment, safety planning, consideration of contextual risk, information sharing and a review of whether siblings, peers or locations are also affected.
- The decision to exclude remains with the Principal, but alternatives are considered first, and consultation with the relevant local team takes place, in recognition that exclusion may place a child at further risk in the community.

Domestic abuse

- Operation Encompass notifies education settings when police have attended a domestic abuse incident. Avon and Somerset Police operate their own version of this scheme.
- Each school has at least two trained staff able to receive and act on notifications.
- Under the information sharing protocol, settings must not share the information without first seeking consent from Avon and Somerset Police, in case doing so places victims and children at further risk. The exception is the statutory transfer of the safeguarding file to a new setting.
- Notifications are used to make proactive, reasonable adjustments to behaviour management and to support positive educational outcomes.
- Schools promote an open culture in which children and families feel safe to talk about their experiences and the support they need.

Female genital mutilation

There is a mandatory reporting duty on all professionals undertaking teaching work to report known cases of FGM to the police via 101, where they are informed by a girl under 18 that an act of FGM has been carried out on her, or where they observe physical signs which appear to show that an act of FGM has been carried out. These cases are referred to the designated safeguarding lead, who supports the member of staff to carry out their duty. Any report to the police is also followed up with children's social care so that an assessment of need is considered.

- Families are encouraged to notify the school when they intend to travel during term time. Travel to a risk-affected country is a cause for concern; local guidance has been developed to prevent discriminatory action against families from risk-affected communities.
- The designated safeguarding lead or a trained member of staff discusses FGM with the family, explaining that it is significantly harmful and illegal.
- For Bristol schools, complete the FGM referral risk assessment available on the Keeping Bristol Safe Partnership website. North Somerset schools follow NSSCP guidance.
- Referrals to children's social care are not made automatically, but are made where high-risk concerns are identified through the risk assessment.
- Assessments are saved to the child's safeguarding file to avoid duplication with future travel.

Preventing radicalisation – the Prevent duty

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. The Prevent duty is part of wider safeguarding obligations. Designated safeguarding leads and senior leaders familiarise themselves with the Prevent duty guidance for England and Wales, particularly the paragraphs concerned with schools.

- The guidance is set out in four themes: risk assessment, working in partnership, staff training and IT policies.

- Prevent concerns are managed through the school's wider safeguarding arrangements. Staff report to the designated safeguarding lead, who considers local referral pathways, information sharing, early intervention and whether wider safeguarding needs are present.
- Schools reduce permissive environments, including online environments, in which extremist narratives or terrorist content could be accessed, promoted or normalised.
- Where a Channel referral is appropriate, it is made through the local authority route and Prevent South West is contacted for advice.

Private fostering

A private fostering arrangement is made privately, without the involvement of a local authority, for the care of a child under 16, or under 18 if disabled, by someone other than a parent or close relative, with the intention that it lasts 28 days or more. A close relative means a grandparent, brother, sister, uncle or aunt, including half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Cases must be reported to children's social care in the authority in which the child lives so that needs are assessed and the authority can satisfy itself that the arrangement safeguards and promotes the child's welfare. Statutory guidance states this should be at least six weeks before the arrangement starts, or as soon as the school is made aware. Failure to notify is a criminal offence. The school records who was informed, when, any advice received and any support or reasonable adjustments needed.

Young carers

A young carer is a person under 18 who regularly provides emotional or practical support for a family member who is disabled, physically or mentally unwell, or who misuses substances. Young carers may need early help or wider safeguarding support where caring responsibilities affect attendance, punctuality, learning, emotional wellbeing, family relationships or access to wider childhood opportunities.

Staff consider young carer status alongside attendance, punctuality, fatigue, concentration, homework completion, emotional presentation and family stress, and avoid relying on the child to manage caring responsibilities without appropriate assessment and support. Bristol schools signpost to the Carers Support Centre, which can undertake an assessment of need. North Somerset schools request support through Care Connect.

Children with a forced migration background

Children with a forced migration background may be more vulnerable to criminal or sexual exploitation, or may have been trafficked. Staff should understand the indicators and the National Referral Mechanism. There are further specific issues, including adultification, age assessment, no recourse to public funds, interrupted education, language barriers, trauma and immigration-related stress, and coming from countries where practices such as underage or forced marriage or FGM may be more prevalent. Concerns are discussed with the designated safeguarding lead and referred through local pathways. Schools adopt a proactive whole-school anti-racist and trauma-informed approach when supporting these children and their families.

Bullying, prejudice and hate incidents

Hate and prejudice-related incidents are recorded and reported to the local policing team. Repeated incidents, or a single serious incident, may lead to consideration under child protection

procedures. Bristol schools may also draw on SARI (Stand Against Racism and Inequality) to support the school community.

Appendix G – Key documentation and acronyms

Key documentation

- Keeping Children Safe in Education 2026 (DfE, in force 1 September 2026)
- Working Together to Safeguard Children 2026 (DfE, March 2026)
- Early Years Foundation Stage statutory framework, as amended from 1 September 2026
- Working Together to Improve School Attendance; Children Missing Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Sharing nudes and semi-nudes: advice for education settings; Searching, screening and confiscation
- Mobile phones in schools (statutory guidance, from 1 September 2026)
- Relationships education, relationships and sex education and health education guidance, from 1 September 2026
- Generative artificial intelligence in education (DfE)
- Filtering and monitoring standards, and meeting digital and technology standards in schools and colleges
- Information sharing advice for safeguarding practitioners; DfE Data protection guidance for schools
- Use of reasonable force in schools; Reducing the need for restraint and restrictive intervention
- Prevent duty guidance for England and Wales
- Keeping Bristol Safe Partnership procedures and Bristol Safeguarding in Education guidance
- North Somerset Safeguarding Children Partnership procedures, including Effective Support for Children, Young People and Families

Acronyms

Acronym	Meaning
AI	Artificial intelligence
CCE / CSE	Child criminal exploitation / child sexual exploitation
CEOP	Child Exploitation and Online Protection command
CME	Children missing education
CPOMS	The Trust's safeguarding recording system
DBS	Disclosure and Barring Service
DSL / DDSL	Designated safeguarding lead / deputy designated safeguarding lead
EHE	Elective home education
EYFS	Early Years Foundation Stage
FGM	Female genital mutilation
HSB	Harmful sexual behaviour

Acronym	Meaning
KBSP	Keeping Bristol Safe Partnership
KCSIE	Keeping Children Safe in Education
LADO	Local authority designated officer
MARAC	Multi-agency risk assessment conference
NRM	National Referral Mechanism (modern slavery)
NSSCP	North Somerset Safeguarding Children Partnership
PSED	Public sector equality duty
RSHE	Relationships, sex and health education
SCR	Single central record
SEND	Special educational needs and disabilities
TRA	Teaching Regulation Agency
VSH	Virtual school head
WTSC	Working Together to Safeguard Children