



Safeguarding Policy

Article 3 – The best interests of the child must be top priority in all things that affect children

Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them

Nova Primary Governor Information	
Model Policy	Yes - BCSB
Local Changes	
Customisation*	Yes
Originally Adopted	Autumn 2016
Last Review Date	Autumn 2023
Next Review Date	Autumn 2024
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
Autumn 2017	Page 3	Update to current Legislation	Change in legislation
Autumn 2017	Page 5	All policies including the Safeguarding Policy should comply with the Equality Act 2010	Update to Model BSCB Policy
Autumn 2017	Page 8	Include 6b Safeguarding Team	Update to School Practice
Autumn 2017	Page 8	Remove text 'where there are concerns about the conduct or	Update to Model BSCB Policy

		an allegation is made against a member of staff or volunteer at the school (N.B. if there is an allegation against the Head, then the Chair or Vice Chair of Governors will liaise with the LADO)' as replace with as required	
Autumn 2017	Page 11	Part 1, Section 9 should now be 'Read and understand Part 1 of Keeping Children Safe in Education' 2016 (or latest version)annually	Update to Model BSCB Policy
Autumn 2017	Page 12	Website added for general advice on Whistleblowing	Update to Model BSCB Policy
Autumn 2017	Page 12	FGM guidance expanded	Update to Model BSCB Policy
Autumn 2017	Page 12	Reference added regarding KCSIE 2016Part four: Allegations of abuse made against teachers and other staff	Update to Model BSCB Policy
Autumn 2017	Page 13	New definition of CSE has been included	Update to Model BSCB Policy
Autumn 2017	Page 13	FGM information amended	Update to Model BSCB Policy
Autumn 2017	Page 18	Part 2, Section 6 Change of sub title to read Mandatory Reporting Duty - regulated staff only e.g. teacher	Update to Model BSCB Policy
Autumn 2017	Page 18/19	Text associated with suspected cases has been replaced/reworded	Update to Model BSCB Policy
Autumn 2017	Page 20	Part 2, Section 7 Children Missing Education (CME) guidance amended	Update to Model BSCB Policy
Autumn 2017	Page 22	Change of date to Children Missing Education guidance now reads 2016	Update to Model BSCB Policy
Autumn 2018		Updated to Reflect new KCSIE 2018 publication	Update to Model BSCB Policy

Autumn 2019	Page 11 Sec 7b	Change to the description of main roles of DSL and DDSLs.	Changes in staff team
Autumn 2019	Page 12 Sec 8	Change one emergency contact to two	Guidance from Bristol Safeguarding Team
Autumn 2019	Page 17 Sec10	Addition of sentence about positive handling trained staff	Recent training of twelve staff in 'Team Teach' positive handling
Autumn 2019	Page 18	Addition of up skirting to 'peer on peer' abuse category	Updated to Reflect new KCSIE 2019 publication
Autumn 2019	Page 19 Sec 11	Addition of importance of staff recognising signs of Child Criminal Exploitation	Updated to Reflect new KCSIE 2019 publication
Autumn 2020	Throughout policy		Updated to Reflect new KCSIE 2020 publication Updated to include additions and amendments to model policy from Keeping Bristol Safe Partnership
Autumn 2021	Page 6	Addition of EYFS statutory framework	Incorporates standards for care of children birth to 5
Autumn 2021	Page 8	Inclusion of the impact of technology in relation to online safety.	In line with local guidance and structural changes in KCSIE 2021
Autumn 2021	Page 9	Addition of record transfer timescales: within 5 days for in year transfer or the first 5 days of the start of a new term	In line with local guidance and KCSIE 2021
Autumn 2021	Page 11	Inclusion of need to take a nuanced approach to safeguarding in the curriculum	In line with local guidance
Autumn 2021	Page 14/15	Updated list of key safeguarding areas	In line with local guidance and KCSIE 2021
Autumn 2021	Page 16	Inclusion of statement about children who have or had had social worker	In line with local guidance and KCSIE new duties around role of DSL
Autumn 2021	Page 17	Inclusion of statement about elective home education	In line with local guidance
Autumn 2021	Section 2.8	Complete rewrite of section on peer on peer harm	In line with local guidance and KCSIE 2021
Autumn 2021	Page 22	Insertion of action regarding low level concerns	In line with local guidance

Autumn 2021	Page 21	Inclusion of appointment of mental health lead	In line with local guidance though not statutory
Autumn 2021	Page 23	Inclusion of additional section on online safety	In line with local guidance and KCSIE 2021
Autumn 2021	Appendix F	Amendments made to reflect changes in COVID guidance for schools- remove references to shielding	All children should be attending and only self-isolate when they have a positive COVID test
Autumn 2021	Appendix G	Addition of appendix on sexual violence and harassment in schools	In line with local guidance and KCSIE 2021
Autumn 2022	Page 6	Information regarding removal of covid restrictions by government	In line with national guidance
Autumn 2022	Page 7	Links to topical safeguarding info	In line with local guidance
Autumn 2022	Page 8	Reference and link to UN Convention on Rights of the child and Human Rights Act 1998	In line with local guidance
Autumn 2022	Page 9 and throughout	Change of 'peer on peer abuse' to 'child-on-child harm'	In line with local guidance and KCSIE 2022
Autumn 2022	Page 10-12	Rewrite of DSL and governor duties	In line with local guidance and KCSIE 2022
Autumn 2022	Page 12	Inclusion of training in 'online safety'	In line with local guidance and KCSIE 2022
Autumn 2022	Page 13	Change councils to school ambassadors	In line with current school practice
Autumn 2022	Page 14	Addition of 'online' searching as part of safer recruitment	In line with local guidance and KCSIE 2022
Autumn 2022	Page 14-15	Update of all key safeguarding areas	In line with local guidance and KCSIE 2022
Autumn 2022	Page 16	Info regarding how children can raise concerns	In line with current school practice
Autumn 2022	Page 17	Reference to acknowledging intersectionality and equalities duties	In line with local guidance

Autumn 2022	Page 19	Further detail added regarding exclusions and legal responsibilities	In line with local guidance
Autumn 2022	Page 20	Rewrite of section on child-on-child harm	In line with local guidance and KCSIE 2022
Autumn 2022	Page 23	Additional info on reporting low-level concerns	In line with local guidance and KCSIE 2022
Autumn 2023	Whole document	Change of KCSIE date to 2023 and EYFS statutory guidance to 2023	
Autumn 2023	Page 8	Inclusion of 'filtering and monitoring'	In line with local guidance and KCSIE 2023
Autumn 2023	Page 12	Addition on filtering and monitoring to online safety	In line with local guidance and KCSIE 2023
Autumn 2023	Page 14	Addition on CPD relating to filtering and monitoring for all staff	In line with local guidance and KCSIE 2023
Autumn 2023	Page 15	Addition of statement re. all applicants for jobs being informed of online searches	In line with local guidance and KCSIE 2023
Autumn 2023	Page 20	Inclusion of persistent absence as a risk factor for potential neglect or abuse	In line with local guidance and KCSIE 2023
Autumn 2023	Page 42/43	Update of DSL details/numbers of DSLs	Changes in staffing- no current DSL

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PART 1: Policy

1.1 Definitions

- **Safeguarding** is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes;
- **Child Protection** is defined in the Children Act 1989 (s.47) as when a child is suffering, or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

1.2 Introduction

Nova Primary is committed to safeguarding and promoting the welfare of children by:

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

All action taken by Nova Primary will be in accordance with:

- **Current legislation** (these are summarised within [Working Together to Safeguard Children: statutory framework](#))
- **Statutory, national and local guidance – this includes:**
 - **Working Together to Safeguard Children (2018)**, which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
 - **Keeping Children Safe in Education (2023)** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
 - **Early Years Foundation Stage statutory framework (2023)** is a statutory guidance which sets standards that school and childcare providers must meet for the learning development, and care of children from birth to 5
- **Local Guidance from the Local Safeguarding Partnership:** around particular safeguarding topics are available on the [Keeping Bristol Safe Partnership Website](#).
- **Government guidance issued in relation to COVID19.** The government have removed remaining restrictions in England. Nova Primary have created an addendum to this

document to reflect changes made during lockdown or in the event of a further lockdown. This is available as part of this policy and on the school website.

- **Specific topical safeguarding issues**- a collection of up-to-date guidance can be found on the Bristol Safeguarding in Education Team's guidance page.

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

- Recruitment and Selection
- Whistleblowing
- Code of Conduct for Staff
- Anti-Bullying
- Behaviour
- E-Safety including filtering and monitoring
- Self-Harm
- Policy on Supporting Children in Care
- Attendance including the safeguarding response to children who go missing
- Health and Safety

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

At Nova Primary safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action (KCSIE, 2023).

All staff at **Nova Primary** have a duty and responsibility to safeguard children and young people attending our school, irrespective of their role:

- Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989; i.e. Section 17 (Children in Need) and Section 47 (a child suffering harm, or likely to suffer significant harm). These concerns should be discussed with the school's Designated Safeguarding Lead (DSL) or Deputy Safeguarding Leads (DDSLs).
- All staff should be aware of the process and principles for sharing information within the school which supports safeguarding.
- All staff should be aware of their local early help process and understand their role within it.
- The most important consideration is whether sharing information is likely to safeguard and protect a child. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendix B.

1.3 Equalities Statement

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

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

Details of our specific duties are published under Nova's equalities policy and measurable objectives. These are available on our website.

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

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). Our SEN policy is also available on our website.

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

1.4 Overall Aims

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

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

- Ensuring all policies which address issues of power and potential harm, for example anti-bullying, equalities, use of reasonable force, positive behaviour, will be linked to ensure a whole school approach.

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

1.5 Professional expectations, roles and responsibilities

Role of all staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2023). Those working directly with children will also read Annex B.
- In addition to this all staff will be aware of the systems in place which support safeguarding including; reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and any deputies, the Chair of Governors, and the Governor responsible for safeguarding.
- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it is including those:
 - who need a social worker and may be experiencing abuse or neglect
 - requiring mental health support,
 - may benefit from early help
 - where there is a radicalisation concern
 - where a crime may have been committed
- Be clear as to the setting's policy and procedures with regard to child-on-child abuse, children missing education and those requiring mental health support, and the impact of technology in relation to online safety.
- Be involved, where appropriate, in the implementation of individual plans to further safeguard and achieve best outcomes for learners.
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- Are aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

Role of the Designated Safeguarding Lead (DSL)

Duties are further outlined in Keeping Children Safe in Education (2023 Annex C)

Details of our DSL and Deputy DSL are available on the Nova Primary website, our newsletters or notice boards, walls and windows around the school.

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting. This responsibility is explicit in the role holder's job description.
- The DSL works with the headteacher (is the headteacher at Nova Primary), and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school.
- Activities include the management of work undertaken by any Deputy DSLs.
- Manage early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manage referrals to the local safeguarding partners where learners with additional needs have been identified. These can include those –
 - who may need a social worker and may be experiencing abuse or neglect
 - requiring mental health support
 - who may benefit from early help
 - where there is a radicalisation concern
 - where a crime may have been committed

The DSL will also:

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

- DSLs will inform the headteacher/principal of enquiries under s.47 of the Children Act 1989 and any police investigations. This includes the need to be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

Role of the Governing Body –

Duties are further outlined in Keeping Children Safe in Education 2023 Part 2.

- The governing body will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole setting approach to safeguarding. This training will be regularly updated.
- There is a senior board level lead who takes responsibility for the school's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety/filtering and monitoring) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.
- The appointed Safeguarding Governor will liaise with the Head Teacher and the DSL to produce an annual report for governors and complete the S.175 (annual safeguarding) audit for the Keeping Bristol Safe Partnership.
- Ensure that the setting remedies any deficiencies or weaknesses brought to its attention without delay.
- Ensure that this document is updated annually (or when there are significant updates).
- Ensure that the DSL is an appropriate senior member of school's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the schools community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#) and [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#)
- To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe In Education (2023, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns,

and review the effectiveness of the school's online safety practices, including leadership of and systems for filtering and monitoring.

- Appoint a Designated Teacher to promote the educational achievement for children in care and other care arrangements.

Safeguarding training for staff

All staff:

- Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection training at induction.
- Will receive appropriate safeguarding and child protection training, which is regularly updated.
- All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- All staff must complete PREVENT awareness training. This is to ensure that they are able to comply with the legal expectations under the PREVENT duty.
- In addition, **all** staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively (KCSIE, 2023).
- Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

Training for DSLs and deputies:

- Will undergo formal training to provide them with the knowledge and skills (including online safety) required to carry out the role. The training will be updated every two years.
- Deputies will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the Local Safeguarding Partnership to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings and take time to read and digest safeguarding bulletins.

Other training considerations:

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have the responsibility for the management of behaviour, inclusion, SEN, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding topics in Annex B (including online safety) will be integrated, aligned and considered as part of the overarching safeguarding approach.

- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.
- All staff will receive appropriate training about the filtering and monitoring systems in place to keep children safe on line at school.

1.6 Safeguarding in the curriculum

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

This includes:

- Working within statutory guidance in respect to Relationship, Sex and Health Education for primary schools and the Early Years Foundation Stage statutory framework;
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- Ensuring the responsibility for the filtering and monitoring of the school's IT systems is with led and overseen by a DSL and senior leader.
- Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what learners can be taught with regard to online teaching and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the DSL and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Learners have the opportunity to inform the curriculum via discussions with school pupil ambassadors.

1.7 Safer recruitment and safer working practice

Safer recruitment

The school pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2032; part 3)

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.
- References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- In addition, as part of the shortlisting process **Nova Primary** will consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the setting might want to explore with the applicant at interview. Where these searches take place, applicants will be explicitly informed.
- All recruitment materials will include reference **Nova Primary's** commitment to safeguarding and promoting the wellbeing of learners.

Use of reasonable force

- 'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed'. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be taken into account.
- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance ([Use of Reasonable Force in Schools 2013](#); [Reducing the need for restraint and restrictive intervention, 2019](#)).
- There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided. This will involve the child and their family.

Whistleblowing procedures

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

1.8 Key safeguarding areas

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

- Children in the court system
- Children affected by parental offending/imprisonment.
- [Children missing from education](#) – including persistent absence.
- [Child Exploitation](#) (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- [Domestic Abuse](#)
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- [Online Safety](#)
- [Mental health](#)
- [Child-on-child harm](#):
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
 - Abuse in intimate personal relationships between children (also known as teenage relationship abuse).
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
 - Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
 - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- [Preventing Radicalisation \(The Prevent Duty\)](#)
- [Serious Youth Violence](#)
- Substance Misuse
- [Private Fostering](#)
- [Young Carers](#)

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (2023; Annex B); the [NSPCC website - Types of Abuse](#);

And for localised resources for education settings [The Bristol Safeguarding in Education website](#).

Part 2: Procedures

2.1 Reporting Concerns

All staff are clear about recording and reporting concerns to the DSL and DSL deputies in a timely way through the use of CPOMS and by informing a member of the safeguarding team, safe in the knowledge that their concerns will be taken seriously. In the case a child is in immediate danger in staff should phone the police.

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

At **Nova Primary**, learners can raise their concerns with a range of trusted adults who feature on child-friendly posters around the school. These include our Learning mentors who are available for 'drop-ins' at lunchtimes. They also have worry-boxes in their classrooms which are checked regularly by the class teachers who will always follow up any concerns. Their concerns will be treated seriously.

2.2 Information Sharing

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

Staff at the setting are aware that:

- That 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2018](#).

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

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

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

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

2.3 Involving Parents and Carers

In general, the DSL will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

2.4 Identifying and monitoring the needs of vulnerable learners.

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

This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable learners is shared with teachers and school and college leadership staff to promote educational outcomes.
- Learners who have, or have had a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.
- **Nova Primary** can support learners who may have intersecting protected characteristics. **Nova Primary** recognises those with protected characteristics are likely to be more vulnerable to negative experiences of discrimination both explicitly and or systemically.
- **Nova Primary** will work in the **best interests of the child** in compliance with their equality and human rights legal duties.

-

2.5 Multi-agency working

Nova Primary is a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying

and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children 2018](#).

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

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

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

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

We will co-operate with any statutory safeguarding assessments conducted by children's social care: the setting will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Additional considerations:

- Where a child and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation and review of the plan as appropriate.
- In situations where a child in care may be put on to part time timetable, the school will consult with the Hope Virtual School.
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality the non-statutory guidance '[When to Call the Police](#)' from the NCPCC can be helpful or contact the local PCSO/School Police Beat Officer/School Officer.
- In the rare event that a child death occurs or a child is seriously harmed, **Nova Primary** will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.

2.6 Suspensions, Exclusions and commissioning of Alternative Provisions

When the school is considering excluding a child, (either fixed term or permanently), where additional vulnerability is identified it is important that the child's welfare is taken into consideration. The headteacher will consider their legal duty of care when sending a learner home.

Nova Primary will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of [Children Act 1989](#),
 - that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#) (including having regard to the [SEND Code of Practice](#))
 - and takes into consideration the learner's rights under the [Human Rights Act 1998](#).
 - Interventions will be consistent with statutory guidance [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)
-
- An assessment of risk should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm.
 - If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude.
 - In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the governing body.

In the event where **Nova Primary** commissions an Alternative Provision they will follow the [Bristol City Council Alternative Learning Provision Hub](#) and follow local guidance [Commissioning Alternative Learning Provision – Advice for schools, Commissioners, and Alternative Providers \(2019\)](#) to ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for learners who are not taught on site.

2.7 Children Missing from Education

(To be read in conjunction with the Attendance Policy)

A child going missing from education or who is persistently absent is a potential indicator of abuse or neglect.

Staff should follow the setting's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with 2.3 Identifying and monitoring the needs of vulnerable learners.

Nova Primary will inform the local authority:

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

The school should follow the guidance detailed in Children Missing Education (2016) and [Bristol City Council Education Welfare Service – Children Missing Education](#)

Elective Home Education

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

2.8 Response to incidents of child-on-child harm.

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

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

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

At Nova Primary:

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

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

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

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

Contextual safeguarding approach to child-on-child harm:

- Nova Primary will minimise the risk of child-on-child harm by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.
- Following any incidents of child-on-child harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

2.9 Actions to take in relation to sexual violence and sexual harassment.

Reference to Keeping Children Safe In Education (2023, Part 5) should be made in relation to taking protective action. Nova Primary will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from [Be Safe](#).
- DSLs/Deputies will take **proportionate** action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section [2.4 - Multi-Agency Working section](#).
- When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will

take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.

- When the children involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, the setting will follow [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

2.10 Responding to allegations of abuse made against professionals.

Staff must report any concerns or allegations about a professional's behaviour (including supply staff and volunteers) that indicate that they may pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a setting.

Examples of this include where they may have:

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

Immediate action must be taken – do not speak to the individual it concerns.

- Allegations or concerns about colleagues, supply staff, volunteers or contractors must be reported directly to the Head Teacher/Principal who will follow guidance in Keeping Children Safe in Education (2023, Part four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers, and contractors).
- If the concern relates to Head Teacher/Principal it should be reported to the Chair of Governors, who will liaise with the [Local Authority Designated Officer \(LADO\)](#) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.

- If allegations are regarding a member of supply staff, the setting will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The setting should not undertake any investigation unless the LADO advises this.

This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (2023, Part 4). A low-level concern is not insignificant. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers, or contractors) that does not meet the harm threshold, then this should be shared in accordance with the settings low-level concerns policy

- Reports should be made in accordance with **Nova Primary's** own processes- reporting to a senior leader.
- Nova Primary creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Review and correct any deficits in the setting's safeguarding system.

2.11 Mental health and wellbeing.

(A flow diagram is available in [Appendix B](#) to illustrate this section)

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

Nova Primary will commit to undertake the following.

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of learners. This colleague will have sufficient training in mental health and safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- Staff will follow a safeguarding process in terms of reporting concerns outlined in [Appendix B](#) so the DSL and deputy DSLs can assess whether there are any other vulnerabilities can be identified.
- Staff will ensure the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.

- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies.
- The setting will communicate and work with parents to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality [Primary Mental Health Specialists from Child and Family Consultation Services](#).

Contextual safeguarding approach to mental health

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

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

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

2.12 Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager.

Nova Primary is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that peer on peer abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section [Responding to incidents of child-on-child harm](#) and read in conjunction of Nova Primary's policy on the use of mobile smart technology.

- Provision of education via remote learning will comply with governmental advice [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/safeguarding-and-remote-education-during-coronavirus-covid-19)
- The effectiveness of the setting's ability to safeguarding learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.

Appendix A – Key Guidance for safeguarding issues.

All key single agency policies relevant for education settings can be found on the following webpage:

<https://bristolsafeguarding.org/policies-and-guidance/education/>

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

- For Bristol - <https://bristolsafeguarding.org/policies-and-guidance/>
- For South Glos - <http://sites.southglos.gov.uk/safeguarding/library>

Appendix B – Reporting concerns

Reporting Concerns Flow Chart - Bristol– [Click here](#)

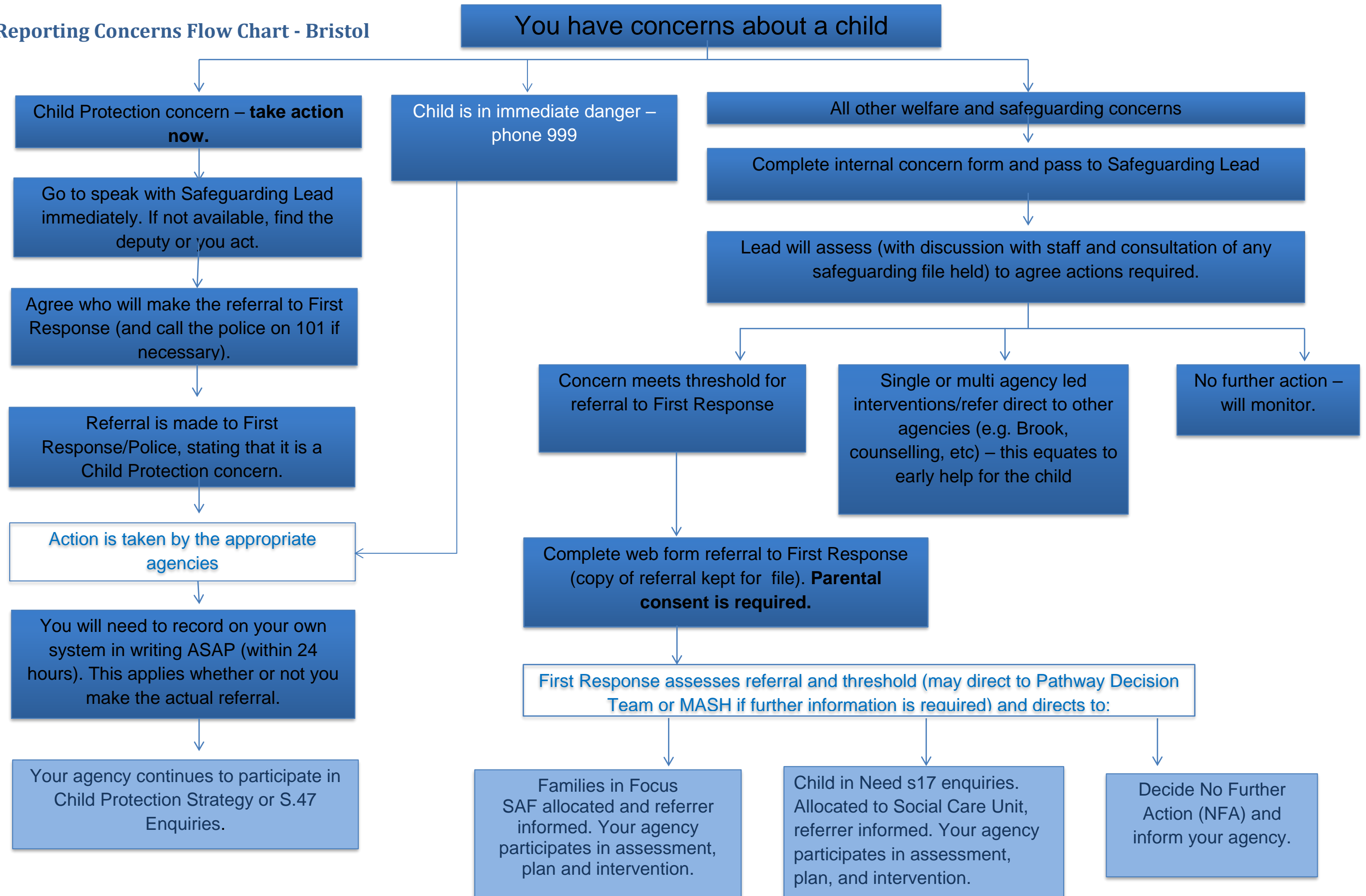
Process flow chart responding to incidents of Peer on Peer incidents and Mental Health Problems – [Click here](#)

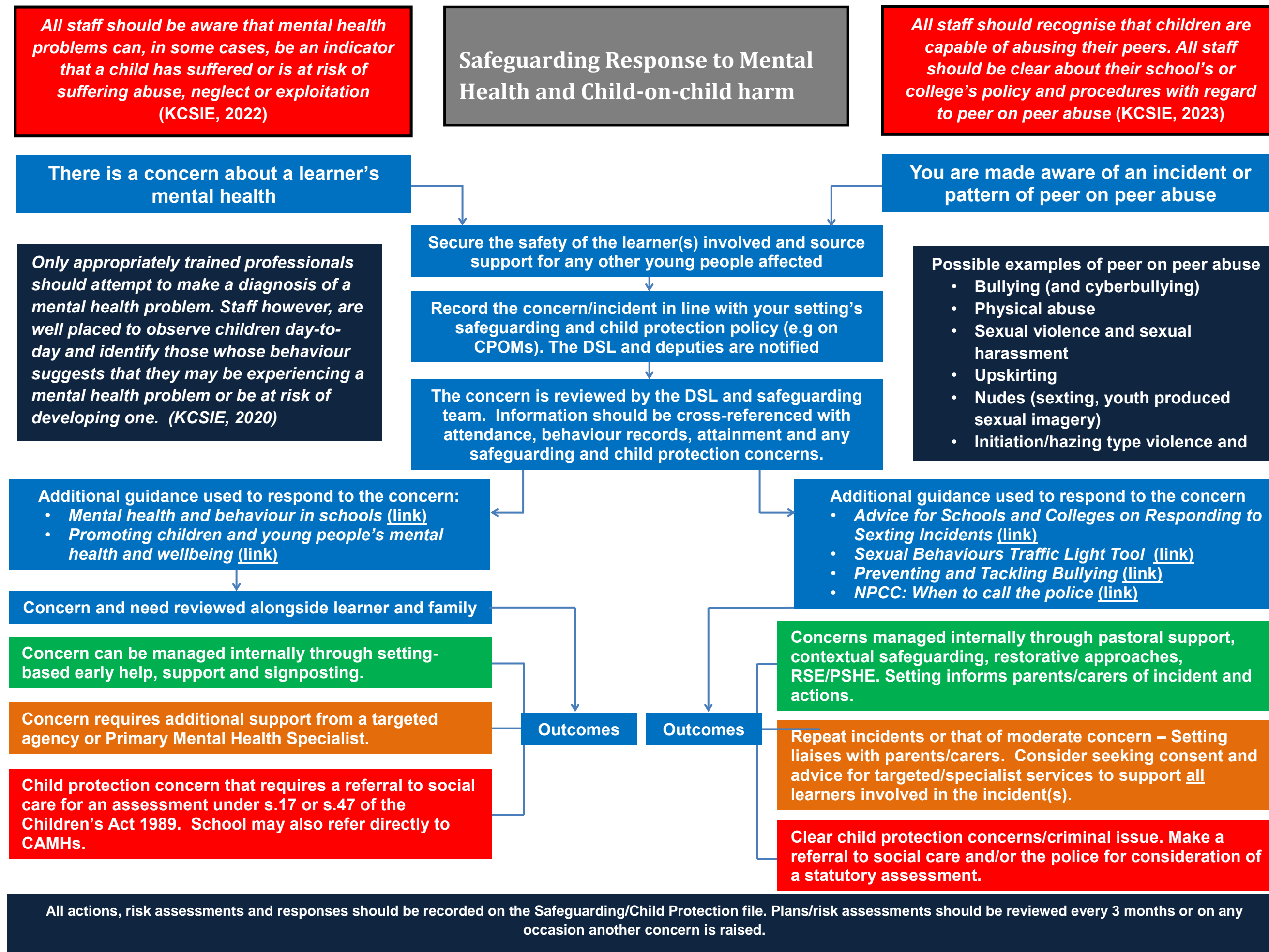
Safeguarding contacts Poster – Multi-agency contacts in Bristol. – [Click here](#)

Neighboring Local Authority Contacts - [Click here](#)

- Keeping Children Safe in Education (2023)

Reporting Concerns Flow Chart - Bristol





Multi-Agency Contacts for Safeguarding in Education.

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

If a child is at immediate risk call the POLICE	POLICE 999	
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call children’s social care.	FIRST RESPONSE - 0117 9036444	
Out of Hours	EMERGENCY DUTY TEAM - 01454 615 165	
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carers consent).	FIRST RESPONSE Online form https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response	
To raise concerns and ask for advice about radicalisation (also contact First Response).	PREVENT DUTY - 01278 647466 PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	Lighthouse Safeguarding Unit – Avon and Somerset police 01278 649228 LighthouseBristol@avonandsomerset.police.uk	
Families in Focus (Targeted Support)- For advice and guidance about whether to make a referral		
South 0117 9037770	East Central 0117 3576460	North 0117 3521499

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

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	<u>Local Authority Designated Officer - (LADO)</u> T: 0117 9037795 <u>KBSP LADO notification form</u>
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For information, advice and guidance in relation to safeguarding policy and procedures.

<u>Safeguarding in Education Team</u>		
T: 0117 9222710		
E: Safeguardingineducationteam@bristol.gov.uk		
South Advisor Elizabeth Clark Elizabeth.Clark@bristol.gov.uk 07824503572	East Central Advisor Jess Curtis jessica.curtis@bristol.gov.uk 07788363338	North Advisor Sarah Wooding Sarah.wooding@bristol.gov.uk 07785475173
Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul	
Safer Options Team - Education inclusion managers		
South Ingrid.Hooper@bristol.gov.uk	East Central Calum.Paton@bristol.gov.uk	North Ross.Moody@bristol.gov.uk
Child Missing from Education	Bristol City Council – Education Welfare https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme	
Children affected by Forced Marriage	Forced Marriage Unit T: (0) 20 7008 0151 E: fmu@fco.gov.uk	
Online Safety Advice	Professional Online Safeguarding Helpline T: 0344 381 4772 E: helpline@saferinternet.org.uk	
Reporting online sexual abuse and grooming	Child Exploitation and Online Protection command https://www.ceop.police.uk/ceop-reporting/	
FGM advice	NSPCC FGM Helpline T: 0800 028 3550 E: fgmhelp@nspcc.org.uk	
Domestic Abuse support (Bristol)	Directorate of local and national services https://www.bristol.gov.uk/crime-emergencies/abuse-violence	
Young Carers – advice and support.	Carers Support Centre T: 0117 958 9980 W: https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/	
Whistleblowing professional policy	NSPCC Whistleblowing hotline T: 0800 028 0285 E: help@nspcc.org.uk	

Mental health Advice (Local)		
Primary Mental Health Specialists (advice) Child and Adolescent Mental Health		
South 0117 3408121	East Central 0117 3408600	North 0117 3546800
Advice around harmful sexualised behaviour.	Be Safe 0117 3408700 W: https://cchp.nhs.uk/cchp/explore-cchp/be-safe	
	Brook Traffic Light Tool https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=	

Other Local Authority Contacts

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
South Gloucestershire	<p>Access and Responses Team</p> <ul style="list-style-type: none"> • 01454 866000 - Monday to Thursday 9.00 – 5.00, 4.30 on Friday • accessandresponse@southglos.gov.uk <p>Website: https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/</p>	Emergency Duty Team
North Somerset	<p>Single Point of Access</p> <ul style="list-style-type: none"> • 01275 888 808 –Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm <p>Website: https://www.northsomersetsafeguarding.co.uk/children-safeguarding-board/i-work-with-children/how-to-make-a-referral</p>	01454 615165
Bath and North East Somerset (BANES)	<p>Children's Social Work Services</p> <ul style="list-style-type: none"> • 01225 396312 or 01225 396313 weekdays, 8.30am to 5pm, except Fridays when we're closed from 4.30pm 	

	<ul style="list-style-type: none"> Download and complete our request for service form and email it to ChildCare_Duty@bathnes.gov.uk <p>Website: https://beta.bathnes.gov.uk/report-concern-about-child</p>	
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Appendix C - Dealing with a disclosure of abuse

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

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

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

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

Recognise – Respond – Reassure – Refer - Record

Appendix D - Types of abuse and neglect

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

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

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

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

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE, 2023).

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born,

neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

Appendix E - Specific actions to take on topical safeguarding issues

General or national guidance will not be included here. A summary of specific duties are in [Keeping Children Safe in Education 2023 Annex B](#) and Access to local guidance can be found in [Appendix A](#) of this document.

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

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

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

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

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

Domestic Abuse

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

Under the current information sharing protocol, the education setting is **not permitted** in sharing this information without seeking consent from Avon and Somerset police in case this can put a victim and learners at further risk of harm. The only exception to this when information is shared with new education setting (part of statutory duties in relation to transfer of the Safeguarding/ Child Protection file, Keeping Children Safe in Education). Additional instructions around this are sent out with every single notification.

- Education settings must have signed up to a Police Safeguarding Notification Briefing to receive these.
- Each setting should have at least 2 members of trained staff able to receive and act upon these notifications.
- Each setting should promote an open culture of safeguarding to enable learners and families to disclose and feel safe to talk about their experiences and what support may be required.

Female Genital Mutilation

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

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

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

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

Travel:

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

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

Online Safety – Annex B of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.

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

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

[Child-on Child harm](#) - linked to section within main body of this policy.

Serious Youth Violence

To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of '[Offensive Weapons in Education Settings](#)'.

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

- The same day a weapon is found Safer Options should be called for a multi-disciplinary assessment of risk.
- Whilst it is acknowledged that the decision to exclude remains with the Headteacher it is recommended that consultation with the Safer Options Education Inclusion Manager is made so as not to further put the child at further risk of harm if they are excluded.

- Alternatives to exclusions should be considered first in recognition that by doing so a learner it may be at further risk of harm out in the community.
- Police will be notified through the multi-agency discussion held at the 'Out of Court Disposals Panel' to prevent students unnecessarily getting a criminal record.

Preventing Radicalisation - The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard¹⁰⁹ to the need to prevent people from being drawn into terrorism".¹¹⁰ This duty is known as the Prevent duty.

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

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

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

Private Fostering

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

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

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

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

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

Young Carers

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

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

<https://www.bristol.gov.uk/social-care-health/support-for-young-carers>

The Carers Support Centre can undertake an assessment of need and provide bespoke support. <https://www.carerssupportcentre.org.uk/young-carers/making-a-referral/>

Appendix F – COVID 19 Addendum Policy in the event of lockdown-September 2023

This addendum of the Nova Primary School Safeguarding Policy contains details of our individual safeguarding arrangements in the following areas due to the COVID 19 response.

1. Context

From March 8th 2021 it once again became statutory for all children to attend school, just as they did before the lockdown caused by COVID-19, albeit with a range of measures to reduce the risk of COVID 19 transmission to keep all stakeholders safe.

Additional information has been summarised regarding safety in school in relation to COVID-19 and more details can be found in the associated COVID-19 risk assessments.

2. Key Contacts

Name	Role	Contact Details
Anna Morris	Headteacher Designated Safeguarding Lead	head@novaprimarieschool.co.uk
Jo Ferns	School Business Manager Deputy Designated Safeguarding Lead	j.fern@novaprimarieschool.co.uk
Rachel Risley	Inclusion Leader Deputy Designated Safeguarding Lead	R.Risley@novaprimarieschool.co.uk
Janet Green	Lead Learning Mentor Deputy Designated Safeguarding Lead	j.green@novaprimarieschool.co.uk
Tom Pepper	Caretaker	t.pepper@novaprimarieschool.co.uk
Current vacancy- please contact school for governor details.	Chair of Governors/Safeguarding Lead	chair@novaprimarieschool.co.uk

School telephone number and Email address: 01179030446 admin@novaprimarieschool.co.uk

3. Vulnerable children

The DFE guidance (January 2021) states that vulnerable children are those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation

- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

Vulnerable children must attend as they are expected to in normal circumstances.

4. Attendance monitoring

The school's usual attendance policy is now enforced for all children. The school recognises the anxieties that many families may face as a result of COVID-19 and will seek to work with families of vulnerable children to attend school either through phone calls and meetings. However, the clear message will be that school is compulsory and non-attendance will always be followed up rigorously.

Engagement with online learning will be expected if children are required to self-isolate and are well enough to engage with learning and monitored by class teachers in the first-instance with any concerns passed on to the safeguarding team.

5. Designated Safeguarding Lead

Nova Primary has a Designated Safeguarding Lead (DSL) and 3 Deputy DSLs.

The Designated Safeguarding Lead is: Anna Morris

The Deputy Designated Safeguarding Leads are: Rachel Risley, Jo Ferns, Janet Green

The DSL/deputies will continue to engage with social workers, and co-ordinate attendance at all multi-agency meetings, which can be done remotely until social distancing restrictions are lifted.

6. Reporting a concern

Where staff have a concern about a child, they will continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS.

Where staff are concerned about an adult working with children in the school, they should use the same process to report this to the Headteacher or Chair of Governors.

Where there are changes to local reporting or referral processes due to the impact of the COVID 19 pandemic, the DSL will ensure they are up to date with all advice and updates shared from our local safeguarding partnership and will follow any changes specified by them to continue to ensure safety for all our pupils.

Where children are at home receiving remote learning because they are self-isolating, it is vital that we still maintain safeguarding procedures. The Nova remote learning policy states that:

➤ Safeguarding children:

- Staff must be vigilant regarding concerns about their pupils, both in terms of safeguarding, child protection and well-being and report this in a timely manner via CPOMs or to their DSL.
- Any contact made with families due to needing pastoral type support must be recorded as agreed with your safeguarding team.

Children who are highlighted as having safeguarding concerns that are not attending school because they are self-isolating will receive at twice weekly phone calls from a member of the safeguarding team. The purpose of this call will be to ascertain how the family and child are, whether they need any support with home learning work or equipment, signposting to other agencies or support networks and in some cases, whether they are managing for food and if a food bank referral would be helpful. Records of these calls will be recorded on CPOMs and if no contact is made after two calls and a text, a home visit may be considered necessary. Serious concerns about the whereabouts of a family may result in calling First Response or the police.

7. Safeguarding Training and induction

Face to face DSL training is very unlikely to take place remotely for the foreseeable future. The Safeguarding team at Nova will stay up to date with their training via Zoom meetings and courses.

Where new staff are recruited, or new volunteers enter Nova Primary School, they will continue to be provided with a safeguarding induction as normal, in person.

8. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff Nova Primary will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2023) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Nova Primary are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Nova Primary will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Nova Primary will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral'.

During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of a National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such Nova will continue to keep the single central record (SCR) up to date.

9. Online safety in schools and colleges

Nova Primary will continue to provide a safe environment, including online. We will continue the use of an online filtering system and the monitoring systems we currently have in place to safeguarding students and staff.

Where students are using computers in school, appropriate supervision will be in place.

10. Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Nova Primary will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. If new tools or systems are recommended by staff to students, these will be checked and added to the school's data map in consultation with the School's Data Protection Lead.

These are our additional expectations for staff conduct when supporting remote learning during the COVID 19 pandemic. Nova's remote learning policy gives the following guidance for staff:

Safeguarding guidelines for all staff when recording videos and live meetings:

- If recording lessons or messages staff must wear suitable clothing, as should anyone else in the household.
- If recording lessons staff must not be seen to be consuming anything inappropriate e.g. alcohol, illegal substances or smoking.
- Any computers used should be in appropriate areas, for example, not in bedrooms or bathrooms; and the background should be neutral and blurred if possible. Microsoft Teams has stock backgrounds that can be used.
- Language and gestures must be professional and appropriate, including any family members in the background.

Staff members not following these additional expectations will be subject to action in the same way they would if they were not following our normal code of conduct.

11. Supporting children in school

Nova Primary is committed to ensuring the safety and wellbeing of all its pupils and will continue to be a safe space for all children to attend and flourish.

The Head will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Nova Primary will refer to the Government guidance for education and childcare settings on how to implement safety measures and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. There are robust action plans and risk assessments in place which clearly outline safety and hygiene measures. Children's physical safety is of paramount importance and this addendum should be read alongside these documents.

Where Nova Primary has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with SLT and implement use of risk assessment to mitigate any risk to children and staff.

12. Child-on-child harm

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within our Safeguarding Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions will be recorded on CPOMS and appropriate referrals made.

Child-on child harm will not be tolerated and revised consequences given when it occurs. Nova has amended its behaviour policy to ensure children are supported in meeting expectations for behaviour and this document should be read alongside it.

Appendix G: RESPONDING TO SEXUAL VIOLENCE AND HARASSMENT

When responding to all reports and concerns of child on child sexual violence and sexual harassment Academies will have regard to the guidance in Keeping Children Safe 2023 Part 5 and also DfE departmental advice to schools [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#).

All school staff will be expected to read Part one of KCSiE 2023 and annex B so they understand what this type of abuse is and what to do to report any concerns.

All safeguarding team members and leadership team members will read KCSiE 2023 Part 5 and the departmental advice to schools so they are fully aware of expectations on response to concerns raised or allegations made.

Reporting

Systems are in place at our school for children wanting to report any abuse, this information about these processes are clearly displayed around the school and any reporting tools that can be used are shared with children and young people through class discussions, assemblies, PSHE lessons etc. so they are fully aware how to report and who to report to.

Parents are also given information on how to report to the school any incidents of sexual violence or sexual harassment that may have occurred.

Staff use CPOMS to report any concerns that have or any disclosures that may have been made to the by pupils and have a clear understanding of how to use this system and the need to report concerns in a timely fashion.

Responding to Reports

We are aware that this could be a complex and sensitive process; our safeguarding team will be led and supported by the DSL where necessary to ensure guidance is followed and all children involved in any allegations are appropriately supported.

The Brook Sexual Behaviours Traffic Light Assessment Tool should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from Be Safe.

Where reports involve abuse of an online nature, we will ensure staff are aware of how to keep themselves safe and not forward or view illegal images of children – guidance will be followed as given in [UKCIS sharing nudes and semi-nudes advice for education settings working with children and young people](#), and [Searching, screening and confiscation at school](#) this guidance will provide more advise on what to do if viewing of images is unavoidable.

Assessing Risk

Where there has been a report of sexual violence the DSL will make an immediate risk and needs assessment, where they have been a report of sexual harassment the risk assessment will be completed on a case by case basis. Our risk assessment will consider;

- The victim
- Whether there may have been other victims
- The alleged perpetrator(s) and
- All the other children at the school, staff members, and any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

This will be reviewed every 3 months or every time there is an occurrence of an incident. When writing the risk assessment, this will involve the child (as able to contribute) and parents/carers and address contextual risks.

Working with Multi- Agencies

The DSL will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with local safeguarding processes.

When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police regardless of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care will also be made.

A strategy may be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.

When the children involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care will be undertaken.

Support for Victim and Perpetrator

The School will follow the behaviour policy when considering actions that need to be taken, and any sanctions that need to be put in place.

External specialist organisations will be contacted for support where needed and referrals made as appropriate for both the victim(s) and the perpetrator(s).

The school acknowledges it is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a different level of support to that which might be provided to an adult who is alleged to have abused a child, however, we acknowledge that taking disciplinary action and still providing appropriate support are not mutually exclusive actions. If necessary, these actions can, and will, occur at the same time to safeguard all involved.