KALEIDOSCOPE
Multi Academy Trust

# Safeguarding and Child Protection Policy 2026

***This policy will be reviewed annually.***

***This policy is based upon the North Somerset Safeguarding Children Partnership (NSSCP) Model Policy***

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| **Approved by:** Kaleidoscope Trust Board | **Date:** September 2026 |
| **Next Review:** September 2027 | |

**North Somerset Safeguarding Children Partnership**

- **This policy has been created in partnership with the South-West Education Safeguarding Leads Forum for use across school in the South-West based on Somerset's model policy.**

In North Somerset, the three key partners are:

- **North Somerset Council**
- **Bristol, North Somerset and South Gloucestershire Clinical Commissioning Group**
- **Avon and Somerset Constabulary**

Schools and educational settings, including early years (Section 40 of the Childcare Act 2006), are vital safeguarding partners. The North Somerset Safeguarding Children Partnership builds on the existing strong relationships with schools, college and early years settings to ensure educational settings contribute to making the voices of children and young people heard within an educational safeguarding context.

The North Somerset Safeguarding Children partnership have agreed on key principles:

- The voice of children, young people and families will be heard and responded to in a meaningful way;
- Being cognisant of arrangements in neighbouring areas and ensuring links are maintained to promote the safety of children and families who move between new safeguarding arrangements and LA areas. This is especially important in areas such as county lines and exploitation;
- The need to work more effectively and efficiently and ensure that resources are used to their optimum to promote the safety and wellbeing of children and families in North Somerset.

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Education Act 2002 Section 175 (maintained schools only)
- Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)
- The Education (Independent School Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- Working Together to Safeguarding Children
- Keeping Children Safe in Education 2026
- Information Sharing 2024
- What to do if you're worried a child is being abused
- Filtering and monitoring standards in schools and colleges (DfE)
- Use of reasonable force and other restrictive interventions guidance
- Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
- Gender questioning children: Draft schools and Colleges Guidance

- Gov.uk policy paper – Including guidance on children Questioning their Gender 2026
- Local Guidance from the Local Safeguarding Children Partnership https://nsscp.co.uk/
- Prevent duty guidance: England and Wales (2023) - GOV.UK
- Generative artificial intelligence (AI) in education - GOV.UK

## Kaleidoscope MAT Designated Safeguarding Leads and Safeguarding Local Partner 2026- 2027

| School Name | Designated Safeguarding Lead (DSL) | Deputy Designated Safeguarding Lead (DDSL) | Designated Safeguarding LP /Trustee | Designated Teacher for Looked After Children | Senior Mental Health Lead | Prevent Lead | Medical/ Allergy Lead | Contact Number & Confidential safeguarding mailbox: |
|---|---|---|---|---|---|---|---|---|
| Kaleidoscope Central Office | Mrs Susan Elliott | Mr Simon Marriott | Dr Tristan Cogan | N/A | | | | 01934 640941 |
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| Christ Church CE Primary School | Mr Kerry James | Mrs Rachael Clarke<br>& Mrs Colette Bagnall | Mrs Emma Kimsey | Mrs Colette Bagnall | | | | safeguarding@christchurch.kmat.co.uk<br>01934 620738 |
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| St Martin's C of E Primary School | Mrs Susan Elliott | Mrs Tracey Thomas<br>& Dani Read | Mr Ryan Gillett | Miss Deborah Crandon | Deb Crandon | Sue Elliott | Sue Elliott | safeguarding@stmartins.kmat.co.uk<br>01934 628651 |
| Worle Village Primary School | Mrs Susan Elliott | Mrs Rachel Jones | Mr Ryan Gillett | Mrs Rachel Jones | Nic Smith | Sue Elliott | Sue Elliott | safeguarding@worlevillage.kmat.co.uk<br>01934 512200 |

***The KMAT Safeguarding Lead is Mrs Susan Elliott**

(Information correct as of September 2026)

Paul Cox Education Safeguarding Lead North Somerset Council: paul.cox@n-somerset.gov.uk

# 1. Safeguarding Statement

Kaleidoscope MAT recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils and expects all staff, governors, and volunteers to share this commitment. We recognise that all children, regardless of age, disability, SEND, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. We listen to our pupils and take seriously what they tell us, children are aware of the adults they can talk to if they have a concern. When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the child's welfare. This Child Protection and Safeguarding policy underpins and guides our safeguarding procedures and protocols.

KMAT aims to:

- Raise the awareness of all staff of the need to safeguard children.
- Provide all staff with guidance on the procedures they should adopt if they suspect a child/young person may be experiencing, or be at risk of experiencing, harm. Including (by DSL/DDSL) consideration to the use of appropriate assessments, resources, and agency support.
- Provide an environment in which children and young people feel safe, secure, valued, and respected, and that they will be listened to should they make a disclosure.
- Raise awareness that abuse can be both Familial and/or Contextual; and abusers can be both adult/s to child/ren or child/ren to child/ren.
- Demonstrate the school's commitment regarding safeguarding and child protection to pupils, parents, and other partners.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- Emphasise the need for high levels of communication between staff and the designated safeguarding leads internally and with external agencies and partners, including our contribution to assessments, referrals, and support plans.
- Develop and promote effective working relationships with other partnership agencies, particularly Children's Social Care, Police and Health.
- Support the child's development in ways that will foster security, confidence, and independence.
- Ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.
- Provide clarity and expectations on professional behaviours and code of conduct including lone working requirements.

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# PART 1: Policy

## 1.1 Definitions

**Safeguarding** and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

**Child Protection** is defined in the Children Act 1989 (s.47) refers to the activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

When using the term 'staff', this will refer to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child refers also to young people and includes everyone under the age of 18 or 25 if a care leaver.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, adoptive parents and LA corporate parents.

Effective safeguarding is anti-discriminatory and anti-racist. All practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability which can impact children and families' lives.

## 1.2 Introduction

At Kaleidoscope Multi-Academy Trust (KMAT) Schools,

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

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

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

All action taken by KMAT Schools 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 (2026**), which sets out the multi agency 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 (2026)** 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.
- **Local Guidance from the Local Safeguarding Partnership:** Information on arrangements can be found on the North Somerset Safeguarding Children Partnership Website

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

- Recruitment and Selection
- How to report low level concerns
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff/ Staff Behaviour Policy
- Behaviour Curriculum (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- Exclusion
- Online/ E-Safety /Use of mobile phones
- Policy on Supporting Children in Care
- Attendance (including the safeguarding response to children who go missing from education)
- Health and Safety
- Allegations against staff
- PSHE/ Drug Education/ RHSE
- Intimate Care
- Physical Intervention (Team Teach)
- Data protection/GDPR Guidance
- RSE Guidance / policy
- Self harm
- Mobile phone policy

Head teachers/Executive Headteachers/Heads of School should ensure that the above policies and procedures, adopted by the Trust Board and Local Partners

(for school level policies) are accessible, understood and followed by all staff, parents and where appropriate, children.

## 1.3 Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010, relevant parts of the Human Rights Act 1998 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 and good relations between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under KMAT's equality statement, this can be found on the Kaleidoscope website – www.kaleidoscopemat.co.uk
Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be addressed in line with our Special Educational Needs and Inclusion Policy.
http://www.kaleidoscopemat.co.uk/uploads/9/4/7/2/94728976/kmat_send_and_inclusion_policy_2020.pdf

**KMAT** also adheres to the principals 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 KMAT School's by:

- Clarifying safeguarding expectations for members of the school community, staff, trustees, governing body, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the schools built upon 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 school sites can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the school community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnerships

## 1.5 Professional expectations, roles, and responsibilities

### 1.5.1 Role of all staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2026) in full. Management (SLT) 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 the 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 includes those:
- who may 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 about child on child abuse, online safety and those requiring mental health support.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the Safeguard online system used in all KMAT Schools 'CPOMs'.
- To be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

### 1.5.2 - Role of the Designated Safeguarding Lead (DSL)

Duties are further outlined in Keeping Children Safe in Education (2026, Annex C)

Details of our DSL and Deputy DSL are available on each KMAT School's website, newsletters, or on display in each school's Reception and in posters around the school.

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.
- The DSL works with the Headteacher, SENCO, Designated Teacher and other relevant strategic leads to support the educational attainment and wellbeing of pupils in school
- The DSL is also responsible for any work undertaken by any Deputy DSLs.

**DSL main duties:**

- Being available during school hours
- Providing advice and support to staff on child welfare, safeguarding and child protection matters and raising Child Protection awareness
- Refer children and families who have been identified in need of early intervention or where suspected or known abuse is taking place to Children's Social Care (with consideration to consent)
- Manage referrals- to e.g. Children's social care, Channel programme, DBS, the Police, CAMHS, School Nurse, MHST etc
- Information sharing and managing the child protection files/ information

- Risk assessment of children and environments
- Act as a point of contact for parents and safeguarding partners – ie liaising with outside agencies and police where required.
- Coordinate safeguarding training for staff and raise awareness in the school community of 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 secure transfer of the Cp file when a child moves 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 eg attendance at Strategy and Initial Child Protection Conferences out of term time and monitor the KMAT Safeguarding email.
- Overseeing and acting upon filtering and monitoring reports and checks to these systems
- Support the role and duties of the name lead for health, safety and site security.

**The Deputy Designated Safeguarding Lead (DDSL)**

Is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, is set out in previous section and, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Roles include:

- Knowing what to do if a child tells them they are being abused, exploited or neglected
- Reassure victims that they are being taken seriously and that they will be supported and kept safe
- Recognising the barriers for children when wanting to make a disclosure (verbal or non-verbal)

- Raising any concerns- following the schools safeguarding policies or procedures including: safeguarding policy, Behaviour Curriculum, Code of Conduct, CME etc
- Being aware of the local authority referral processes and supporting safeguarding agencies

### 1.5.3 - Role of the Trust Board and Local Partnership Committee

**Trust Board**
Duties are further outlined in Keeping Children Safe in Education (2026, Part 2)

- Local Partners should support the DSL role and includes an expectation that they should read the full DSL job description in Annex C.

The Trust Board will ensure that policies, procedures, induction and training linked to Safeguarding are up to date and in place across all KMAT Schools. The Trust also provides centralised online systems for all KMAT schools to raise and record safeguarding concerns and Single Central Record checks and records. The Trust ensures that training follows statutory requirements. This is delivered using the online National College system. The CEO is responsible for ensuring these systems are in place and reports to the Trust Board. A member of the Trust Board is responsible for monitoring this. Schools must keep a record of safeguarding training undertaken by staff and reports the number of safeguarding cases to the CEO 3x per year.

Headteacher's/Executive Headteachers/Heads of School, Governors and the DSL are responsible for ensuring that KMAT, national and North Somerset policy and procedures are carried out at school level. They will ensure there is sufficient time for training and will support and promote a safeguarding culture and ethos throughout the school. They will provide a curriculum that enables the children to learn about safeguarding including keeping themselves safe online. They will support their staff and wellbeing of stakeholders is prioritised, promoting OH services and liaise with the LADO if any allegations are made against a member of staff or volunteer.

**Local Partnership Committee (LPC)**
Each school has a Local Partner lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and follows KMAT Policy – and therefore is in line with legislation, statutory guidance, and Local Safeguarding Partnership arrangements. The Safeguarding Local Partner reports to the Local Partnership Committee and the KMAT safeguarding lead.

- The appointed Safeguarding Local Partner will liaise with the Head Teacher/Executive Headteacher and the DSL to produce an annual report for the LPC and complete the S.175 (annual safeguarding) audit
- The school operates safer recruitment procedures that include statutory checks by ensuring that there is at least 1 person with safer recruitment training on every recruitment panel
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay;

- Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety and Relationships and Sex Education in compliance with statutory guidance
- 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 (2026, 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.
- To ensure that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child on child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.
- Ensure members of the Governing body hold Safer Recruitment training if aiding with appointments and interviews to be refreshed at least every five years.
- Ensure that an annual filtering and monitoring assurance reports created and review the effectiveness of arrangements.

## 1.6 Safeguarding training for staff

### 1.6.1 - All staff:

- KMAT will ensure that all staff members undergo safeguarding and child protection (including online safety) training at induction.
- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via formal training, email e-bulletins and staff meetings).
- All staff must understand their legal duty under the Mandatory FGM Reporting Duty.
- All staff must complete Prevent awareness training. This is to ensure that they can comply with the legal expectations under the Prevent duty.
- Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.
- The DSL and any deputies will liaise with the NSSCP & NS Education Safeguarding Lead- Paul Cox to ensure their knowledge and skills are

updated. This could be via bulletins, attending DSL network meetings, attending additional training and taking time to read and digest safeguarding developments.

**1.6.2 - Designated Safeguarding Lead and deputies:**

- Will undergo formal Level 3 training offered by the LA 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.

**1.6.3 - Other training considerations:**

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

**Kaleidoscope provides a full range of training, this is detailed our the Essential CPD document.**

## 1.7 Safeguarding in the curriculum

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

- Working within statutory guidance to deliver appropriate Relationships and sex education (RSE) and health education and EYFS Statutory Framework. All KMAT school follow the Jigsaw PSHE Programme to ensure all content is age appropriate according to the latest guidance.

- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, British Values, building resilience to radicalisation, e-safety and bullying.
- Appropriate filters and monitoring systems are in place to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what learners can be taught about online safety and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Learners can inform the curriculum via discussions with the school council.
- A whole-setting preventative education approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, and derogatory behaviour or other forms of physical violence and conflict.

## 1.8 Safer recruitment and safer working practice

### 1.8.1 - Safer recruitment

**KMAT** pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2026; Part 3)

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- Guidance now states that education settings should conduct online searches (including publicly available social media searches) as part of their due diligence during the recruitment process and record on the Single Central Record
- 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. An enhanced DBS with barred list check will be completed for all volunteers taking part in regulated activity in line with The Crime and Policing act 2026. Working-or-volunteering-in-regulated-activity-with-children
- All recruitment materials will include reference to **KMAT**'s commitment to safeguarding and promoting the wellbeing of learners.
- Where applicable, third-party assurances are sought for contractors who are required on site, including identification checks on arrival.
- Under no circumstances will a volunteer/employee/contractor on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

**1.8.2 – Work Experience**

Where a person supervising a child on a work experience placement for a child under the age of 16, provides teaching, training, instruction, care or supervision frequently, on more than 3 days in a 30-day period, or overnight, this is regulated activity and an Enhanced DBS with barred list check will be requested.

**KMAT** cannot request an enhanced DBS check with barred list information from a work experience provider for staff supervising children aged 16 to 17; instead, we will seek assurance that the placement provider has appropriate safeguarding policies and procedures in place before any placement begins.

**1.8.3 – Visitors**

All visitors complete a signing in/out process, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. fire officer, police, Local Authority staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. Professionals may also be required to provide a letter of assurance from their organisation that safer recruitment checks have been completed.

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

**1.8.4 – Site Safety**

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (independently run/managed clubs, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings. [After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK (www.gov.uk)]

Where the school's premises are hired or rented to another organisation, We will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place, including inspecting these where needed, and will ensure there are arrangements for the provider to liaise with the school on safeguarding matters. Safeguarding requirements will be included as a condition of use in any lease or hire agreement, and failure to comply with this could lead to termination of that agreement.

### 1.8.5 – Off site visits and exchange visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

### 1.8.6 - Use of reasonable force

'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed.' The Department of Education believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages Headteachers/Executive Headteachers /Heads of School, Trustees, Local Partnership Committees, to adopt sensible policies, which allow and support their staff to make appropriate physical contact. KMAT train their staff using 'Team Teach'. The use of reasonable force within the MAT is down to the professional judgement of the certified staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance and Team Teach principles. (Use of Reasonable Force in Schools 2013 (updated 2026); Reducing the need for restraint and restrictive intervention, 2019).
- There is robust recording of any incident where positive handling or restraint has been used, using the KMAT form. 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.

Any concerns about a staff member's handling of a child should be discussed with the Headteacher/Executive Headteacher/Head of School.

### 1.8.7 - Whistleblowing procedures

Staff are aware that any concerns around staff and volunteers should be addressed with the Headteacher/Executive Headteacher/Head of School/DSL, or the Safeguarding Local Partner. Staff are also aware of the details of the LADO should they feel that they cannot raise concerns internally.

Further 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.
- Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.
- The policy and procedures are clearly accessible to all staff (in the staff handbook, code of conduct and staff notice boards).
- Parents and carers should also have access to this policy and know the channels they can use if they have a concern about a staff member.

**The CEO and KMAT Safeguarding Lead must be notified if concerns about staff or volunteers are raised following the Allegations against staff policy and reported to the LADO**

1.9 Early Years settings within schools including reception age children

**1.9.1 - Legal and policy framework**

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

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

**1.9.2 Suitable people**

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

We will not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

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

Whenever an allegation is made against a member of staff (including support staff) in the early years setting, we will follow our school policy. We will also inform Ofsted as soon as possible or within 14 days of any allegations of serious harm or abuse by

anyone, working or looking after children at the premises whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit.

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

**1.9.3 Staff training, skills and supervision**

We will ensure that:

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

### 1.9.4 Staff ratios

We will ensure that:

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

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

### 1.9.5 Health

We will:

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

### 1.9.6 Health and safety and suitability of premises

We will ensure that all indoor and outdoor spaces and facilities used for early years are safe and fit for purpose and comply with school policies and standards for site safety and health and safety. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

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

### 1.9.7 Managing behaviour

We will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the school policy, local procedures and any plans which will be specific for each child depending on their situation. We will keep a record of any occasion where physical intervention is used and parents/carers will be informed on the same day, or as soon as reasonably practicable.

### 1.9.8 Attendance

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

1. **Expectations and Responsibilities**

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

2. **Safeguarding and Early Intervention**

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

3. **Promoting Positive Attendance**

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

## 1.10 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 abuse:
  - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
  - Abuse in intimate personal relationships between peers.
  - 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.
  - KCSIE 2025 reminds staff are part of the statutory relationships education/relationships and sex education curriculum.
  - 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 (sexting)
  - 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).
  - Preventative education that creates a culture that does not tolerate any form of prejudice or discrimination, including sexism and misogyny/ misandry. Values and standards will be underpinned by the behaviour policy, pastoral support system as well as a planned programme of RHSE.
- 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 (2026; Annex B); and the NSPCC website - Types of Abuse;

- KCSIE 2025 made us aware that there has been a change in the law from February 2023 around forced marriage:
- It's now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or coercion are not use. This applies to non-binding, unofficial 'marriages', as well as legal marriages.

# PART 2: Procedures

## 2.1 Reporting concerns

Schools using electronic pupil safeguarding and CP files should make sure the system allows accurate recording and reporting of concerns, including the body map, discussions and decisions made, and the reasons for those decisions.

All staff are clear about recording and reporting concerns to the DSL/DSL deputies in a timely way via Safeguard online platform. In the case a learner is in immediate danger, staff should phone the police.

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

At KMAT School's learners can raise their concerns by reporting them to a key member of staff e.g. their teacher, support staff, pastoral team, senior leaders and they will be treated seriously. Children are made aware of this in class and in assemblies.

## 2.2 Information Sharing

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

Staff at the setting are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners (2024 update).

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

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

There are also times when KMAT Schools 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 the school will seek legal advice.

At the point a child transfers to a new setting, their CPOMS file will be transferred securely in line with GDPR expectations as soon as possible – but within 5 working days. School's will consider where appropriate information sharing prior to the child's formal transfer to their new setting, this could include key staff from their new setting to be invited to meetings es Child protection or TAF (with consent from parents and professionals.)

**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.**

| Information sharing is guided by the following principles: |
|---|
| • **Necessary and proportionate** - When taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018, and you should consider the impact of disclosing information on the information subject, and any third parties, including anonymous referrers. Information must be proportionate to the need and level of risk.<br>• **Relevant** - Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.<br>• **Adequate** - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.<br>• **Accurate** - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.<br>• **Timely** - Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.<br>• **Secure** - Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.<br>• **Recorded** - Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so. |

**Confidentiality**

- KMAT and its schools recognise that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.
- We will always undertake to share our intention to refer a child to the Local Authority Children's Front Door with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the Front Door consultation line.
- In line with KCSiE all children's safeguarding files will be kept confidential and stored securely.

**Notifying Parents**

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

## 2.3 Identifying and monitoring the needs of vulnerable learners.

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

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

| Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who: |
|---|
| • is disabled and has specific additional needs.<br>• has special educational needs (whether or not they have a statutory education, health and care plan).<br>• is a young carer. |

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking, or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.
- has an imprisoned parent or affected by parent offending (CAPO)
- is experiencing mental health, wellbeing difficulties. Or lives at home where their carer has significant mental health difficulties
- is persistently absent from education (including persistently absent for part of the school day).
- Has experienced multiple suspensions, is at risk of being permanently excluded from school and in alternative provision or a PRU
- is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage

### 2.3.2 Referring

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

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

However, it is important to ascertain relevant information.

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

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

## 2.4 Multi-agency working

KMAT schools are a relevant agency in the North Somerset Safeguarding Children Partnership and will work with appropriate agencies to safeguard and promote the welfare of children to identify and respond to their needs. This is in compliance with statutory guidance Working together to Safeguard Children 2026.

We recognise that education providers have daily contact with most children and families, and we are uniquely placed to identify concerns and, with partners as appropriate, address them early.

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). **CIN**
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm. **CP**

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.
All staff are aware of the criteria and process for community-based Family Help assessments including the level of need, and when a family should be referred to Family Help support and services provided by referral to childrens.frontdoor@n-somerset.gov.uk.

All staff are aware of the criteria and process, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services provided by referral to childrens.frontdoor@n-somerset.gov.uk

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 Virtual School.

KMAT School's will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as Team around the Family (TAF) initial and review child protection conferences and core group meetings.

**2.4.1 Additional considerations:**

- Where a learner and/or their family is subject to a child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to part time timetable, the school will consult with the Virtual School following local procedures.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, Avon and Somerset Police have produced a helpful guide When to Contact the Police or schools can contact the local PCSO/School Police Beat Officer/School Officer for advice.
- In the rare event that a child death occurs, or a child is seriously harmed, **the school** will notify the North Somerset Safeguarding Children Partnership as soon as is reasonably possible. They will also notify the CEO.
- If the school is managing a critical incident, the Children's Front Door should be contacted to ensure incidents are triangulated and any necessary support is offered and available. (i.e. Education Psychology Service)

  A critical incident may be defined as any sudden and unexpected incident or sequence of events which cause trauma within a school community, and which overwhelms the normal coping mechanisms of that setting.

**Critical Incidents affecting settings may include:**

- Building or infrastructure failure
- The death of a pupil(s) or member(s) of staff through sudden accident, murder, terminal illness or suspected suicide.
- A serious accident involving pupils and setting personnel on or off premises.
- A violent attack or violent intrusion onto premises, e.g. involving an armed intruder or a bomb alert.
- Fire, flood, building collapse or major vandalism in setting.
- A hostage situation.
- A significant event in the community, e.g. transport accident, terrorism.

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

(To be read in conjunction with the Behaviour Policy)

When the setting is considering suspending or permanently excluding a learner where additional vulnerability is identified it is important that the learner's welfare is a paramount consideration. excluded may be vulnerable to a range of safeguarding concerns and that such actions can increase a child's risk of harm, exploitation, poor mental health, serious violence, criminal involvement, and becoming missing from education.
The Headteacher/Executive Headteacher/Head of School will consider their legal duty of care when sending a learner home.
The school will ensure that safeguarding remains central to all decision-making relating to suspensions and permanent exclusions. Staff will consider whether a child's behaviour may be an indicator of unmet safeguarding needs, abuse, neglect, exploitation, trauma, mental health concerns, family difficulties, or special educational needs and disabilities (SEND).

KMAT School's will exercise their legal duties in relation to their interventions. This includes:

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

### 2.5.1 - Actions to take

- Ensure safeguarding considerations form part of all decision-making processes.
- Consider whether behaviour is linked to an underlying safeguarding concern or unmet need.
- Involve the Designated Safeguarding Lead (DSL) where safeguarding concerns are identified, suspected, or known.

- Consider whether Family Help, Children's Social Care, mental health support, or other multi-agency interventions are required.
- Consult the Statutory Virtual School of an intended suspension or permanent exclusion of a Looked After Child
- Remain alert to the heightened risk of children who are suspended or permanently excluded becoming missing from education, experiencing child criminal exploitation, child sexual exploitation, or becoming involved in serious violence.
- Work collaboratively with parents/carers, the local authority, alternative provision providers, and other relevant agencies to promote the child's safety and welfare.
- Ensure that safeguarding arrangements remain effective throughout any suspension period and during transitions to alternative provision or other educational settings.
- Transfer child protection records, safeguarding files, risk assessments, and any other relevant welfare information securely and without delay when a child moves to another education provider following permanent exclusion.

The school acknowledges that a permanent exclusion should never be viewed solely as a behaviour matter and will take all reasonable steps to identify, assess, and address any underlying safeguarding vulnerabilities affecting the child.

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm in line with 2.3 Identifying and monitoring the needs of vulnerable learners.
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multi-agency 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.

**2.5.2 - Commissioning Alternative Provisions**

In the event that a KMAT School commissions an Alternative Provision, the commissioning school should carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money.

Alternative provision - GOV.UK
Non-school alternative provision: voluntary national standards - GOV.UK
Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk)

In accordance with KCSIE 2026, if a pupil who is on role at our school attends an Alternative Provision, we will continue to be responsible for the safeguarding of that pupil and ensure that we are satisfied that the provision is meeting the needs of the pupil.

Before one of our pupils attends an alternative provision, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise

perform in respect of our own staff. The school will remind the provider of their duty to notify us of any staff changes or risks.

We understand that good practice highlights the importance of a member of school staff visiting the setting before placement is confirmed, to meet the provider, carry out visual checks and complete an Individual Placement Agreement.

We will ensure there is a clear agreement of roles and responsibilities to maintain safeguarding and daily monitoring of attendance arrangements for learners who are not taught on site.
An accurate record will be kept of where the child is, including all sites attended through Alternative Provision.

When a child who is on role at our school is attending an alternative provision, regular visits will be undertaken by a member of school staff to see that child to ensure the safety and suitability of the provision.

We will always look to use an alternative provision that are registered to the North Somerset Council Alternative Provision Framework Alternative-learning-provision

If a safeguarding concern arises for a child within their Alternative Provision, the school will look to immediately review the arrangements and if necessary/appropriate end the placement.

A personalised plan for intervention should be prepared by the commissioner setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress. Plans should be linked to other relevant information or activities such as EHCPs for children with SEND. The school commissioning the placement should maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support. The school commissioning the placement should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

The school will continue to be responsible for the safeguarding of that learner and will make necessary checks on the provider (KMAT form) to meet the needs of the learner. Written confirmation from the Alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

## 2.6 Children Missing from Education

(To be read in conjunction with the Attendance Policy)

- KCSIE 2024 added clarity around the meaning of the terms 'children absent from education' and 'children missing education'. Be aware that:
  - Children absent from education are on the school roll, but are regularly not attending
  - Children missing education aren't on any school roll or being educated elsewhere

- These are vital warning signs of safeguarding risks to a child. A learner missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow 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.

KMAT School's will follow the guidance detailed in Children Missing Education (2025) Government guidance, Working together to improve attendance 2026 and Children Missing Education North Somerset Policy

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

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

KMAT school will work with our EWO – Noble Education to contact parents and locate these pupils

**2.6.1 - Elective Home Education**

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school alongside other key professionals will work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child is subject to a child protection plan or has an Education, Health and Care plan this will need to be reviewed with the local authority, working closely with parents and carers.

KMAT School's will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. The School will complete an EHE referral form and send it with a copy of the parent/ carers letter or email. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

## 2.7 Responding to allegations of abuse made against adults working in the setting

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, trainee teachers, volunteers, and contractors and those from organisations or individuals using the school premises) 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.

On being advised of an allegation which meets any or all the above criteria, the designated safeguarding lead / case manager (schools) should contact the Local

Authority Designated Officer (LADO) within **ONE working day (use form in appendix G and follow the process)**

**2.7.1 - Immediate action must be taken:**

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher who will follow guidance in KCSIE - Part four: Safeguarding concerns or allegations made about staff, including supply teachers, trainee teachers, volunteers and contractors). (Form in appendix)
- If the concern relates to Head Teacher it should be reported to the Chair of Governors, who will liaise with the LADO and decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Where allegations concern a trainee teacher, the school will progress the matter with the LADO in the same way as for any other member of staff, while continuing to liaise with the initial teacher training (ITT) provider (KCSIE 2026, Part Four).
- Allegations regarding foster carers should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

**2.7.2 - Low level concerns**

This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (2026). A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

Our school provides a clear procedure for sharing low level concerns. KMAT has a separate Low-level concerns procedure. Reports should be made to the DSL (or the head teacher if it is regarding the DSL).

- Our school 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.
- The DSL will review and correct any deficits in the setting's safeguarding system.

## 2.8 Children at greater risk of harm

Whilst all children should be protected, all staff and governors recognise that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups.

- Children who need a social worker
- Children who are absent from education
- Elective home Education
- Children requiring mental health support

- Looked after children and previously looked after children
- Care leavers
- Young carers
- Children in the court system
- Children affected by parental offending/imprisonment.
- Children in Kinship Care
- Children with special educational needs, disabilities or health issues
- Children with medical conditions
- Children who are lesbian, gay or bisexual
- Children who are questioning their gender

There are also specific areas of safeguarding that can impact on children and families and their ability to keep safe:

- Child Exploitation- including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking
- Cybercrime
- Domestic Abuse
- Homelessness
- Honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health
- Child on child abuse
- Radicalisation
- Serious Youth Violence
- Substance Misuse
- Private Fostering

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education Annex A (DfE 2026); the NSPCC website - Types of Abuse. Localised resources for education settings can be accessed through the North Somerset Children's Partnership Website https://nsscp.co.uk/

### 2.9 Respond to incidents of Child on Child harm.

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child abuse and child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers (teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- physical assault and harm, or the threat of harm with a weapon

- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI
- 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.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.

We recognise that, for some (but not all) forms of child-on-child abuse, it is more likely that girls will be victims and boys perpetrators; however, all child-on-child abuse is unacceptable and will be taken seriously regardless of the gender of those involved (KCSIE 2026, para 191).

Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator, who may themselves need support; it is preventable, and staff have a responsibility to report any concerns to the DSL regardless of whether the incident happened on or off site.
Sexual harassment and violence between children can be linked to wider cultures of misogyny; we will consider this link when planning our curriculum and pastoral response.

Consequently, child-on-child abuse is dealt with as a safeguarding issue and recorded as such, not managed through the systems set out in the behaviour policy.

- Any child who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the school's safeguarding team and pastoral system and the support will be regularly monitored and reviewed.
- We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.
- We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education,
- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously,
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern,

- a clear procedure for all staff to report all incidents as a safeguarding concern to the school DSL/ Deputy DSL.

**2.9.2 Child-on-child sexual harassment and sexual violence**

The DSL will follow local and national guidance when there has been signs, reports or concerns of Harmful Sexual Behaviour (HSB), child-on-child sexual harassment and sexual violence having due regard of Part 5 of Keeping Children Safe in Education. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for children who are identified as posing a potential risk to other children.

**[Name of school]** will consider sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

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. A concurrent referral to social care must also be made.

Where a report includes an online element, we will follow Searching, screening and confiscation at school - GOV.UK (www.gov.uk) and Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk). The key consideration is for staff **not to view or forward** illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

- The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.
- The Lucy Faithfull Foundation can provide support to anyone with concerns about child sexual abuse Helpline - Stop It Now
- The Lucy Faithful Foundation's, Shore Space, offers a confidential chat service for teenagers worried about sexual behaviour. Home - Shore

**2.9.3 Extra familial safeguarding (Harms Outside The Home) approach to child-on-child abuse:**

KMAT schools will minimise the risk of child-on-child abuse by understanding extra-familial risks and will increase safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.
Following any incidents of child-on-child abuse, the DSL 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 in the curriculum.

**2.9.4 - Contextual safeguarding approach to child on child harm:**

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

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

### 2.10 Mental health and wellbeing (Flowchart available in Appendix J)

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require early help support. This can include self-harm, signs of an eating disorder, suicidal ideation or suicide. Where a mental health concern may indicate that a child is suffering, or is at risk of suffering, abuse, neglect or exploitation, staff will follow the setting's usual safeguarding reporting route to the DSL without delay, so the concern can be assessed alongside any other information held about the child (KCSIE 2026, para 225).

KMAT School's 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.
- Ensure that learners can report and share concerns in line with section 2.1 Reporting a concern of this policy.
- Staff will follow a safeguarding process in terms of reporting concerns so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the leaner is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section 2.4 - Multi-Agency Working.
- The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support 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. The North Somerset Emotional Health for Children and Young People guide highlights services in our area.
- We utilise the Mental Health in Schools Team (MHST) for early intervention and advice, and signpost staff, learners and families to NHS Every Mind Matters and the Hub of Hope, the UK's mental health support database (KCSIE 2026, paras 230-232).

### 2.10.1 - Contextual safeguarding approach to mental health

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

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

- deliver high quality teaching around mental health and wellbeing on the curriculum.
- having a culture and 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

## 2.11 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.

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

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

- Ensuring that online safety is included in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section 2.7 Responding to incidents of child on harm and read in conjunction of KMAT's policy on the use of mobile smart technology which is available via the KMAT Website
- Provision of education via remote learning will comply with governmental advice
  Safeguarding and Remote Education 2021 (Updated Nov 2022)
- The effectiveness of the setting's ability to protect learners through filtering and monitoring. Information security and access management alongside the above will be reviewed annually.
- Preparing children with information for any online challenges and hoaxes, sharing information with parents and where to get help.
- Being alert to emerging online risks, including AI-generated content, deepfakes and 'nudification' apps which can be used to create fake sexual images of a child, and the spread of misinformation and disinformation online.
- Helping children understand how to protect their personal information online and think carefully before sharing images of themselves or others.
- KMAT schools operate as mobile phone-free environments by default; pupils do not have access to their mobile phone during the school day, including

lessons, the time between lessons, breaktimes and lunchtime, other than by exception. [See [Name of school]'s Mobile Phone Policy for full details.]

- Paragraph 162 to 182 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**, Telephone 0344 381 4772 helpline@saferinternet.org.uk
- Where there have been established cases of online abuse or grooming, we will alert: - **Child Exploitation and Online Protection (CEOP)** https://www.ceop.police.uk/ceop-reporting/

### 2.11.1 Anti Bullying/ Cyberbullying

- Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender or allergy related bullying. We keep a record of known bullying incidents which is shared with and analysed by the Local Partnership Committee. All staff are aware that children with SEND and any actual or perceived differences are more susceptible to being bullied / victims of child abuse.
- If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

## 2.12 Gender-questioning children

KMAT has a statutory duty to safeguard and promote the welfare of all children, including any child who is questioning their gender, as well as their peers, and will consider the impact of any decision on all children affected risk/needs assessments will be considered (further information can be found in KCSIE 2026, para 251-282).

Where a child asks for support with social transition, we will:

- engage parents/carers as a priority and give their views considerable weight, except in the rare circumstances, where doing so would place the child at greater risk – in which case the DSL will determine what action is needed to safeguard the child before parents/carers are contacted;
- take a careful approach, recognising that social transition is an active intervention that may have significant effects on a child's wellbeing and longer-term outcomes, and that primary-aged children are very unlikely to be supported in a full social transition;
- consider what is in the best interests of the child and of other children, drawing on clinical and non-clinical professional advice (for example from the SENCo) where relevant, and considering any wider health issues or neurodiversity;
- document the decision-making process and keep records, including where a request is not agreed to ensure that toilets, changing rooms, and boarding/residential accommodation designated for one biological sex are not made available to a child of the other biological sex, including as a form of social transition;

- comply with the setting's duties under the Equality Act 2010 and the Human Rights Act 1998, considering whether any policy would place a gender-questioning child at a disadvantage relative to other children, and linking this consideration to the setting's wider inclusion and equality processes (see section 3, Equalities Statement, of this policy).

**2.13 Safeguarding Children with medical conditions**

- An incident relating to the management of a child or young person's medical condition (including allergies) would not warrant a referral to local safeguarding partners. However, we will make a referral to statutory services where an incident indicates the child may be at increased risk of neglect, abuse or exploitation connected to their medical condition – for example, where relevant medical information is not provided to the setting, or a child is repeatedly sent without essential medication.

- Further information: DfE statutory guidance Supporting pupils at school with medical conditions, and Allergy safety in schools (KCSIE 2026, para 250).

## 2.14 Radicalisation & Extremism

The Prevent Duty for England and Wales (2023) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is the promotion or advancement of an ideology based on violence, hatred, or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal, or dangerous.

School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in the Appendix section.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The school governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

The Prevent Duty can be accessed via this link. (School specific para's 141-210)

https://www.gov.uk/government/publications/channel-guidance

### 2.15 School procedures for end of day collection of pupils.

Following NSPCC guidance: All KS 1 pupils must be collected by an adult.
KS2 pupils can be picked up by anyone 16 or older. In exceptional circumstances and depending on the context, an older sibling aged 14 and over can pick up at the end of the day- with prior agreement by the Headteacher.
Pupils may be collected by taxi when an arrangement has been made with the parent and there is a responsible adult waiting at the journey's end to accept collection when the child alights the vehicle.

If a parent fails to collect a pupil – with no explanation- then the school will contact social services at 4.30 pm – to ensure there are staff in Social services to gain advice from. If the failure to pick up is later, such as after the end of After School Club then the police will be called. Staff will not leave it until there is only 1 staff member present to safeguard themselves and the pupils.

### 2.16: Specific actions to take on key safeguarding areas:

General or national guidance is not included here. A summary of specific duties are in Keeping children safe in education 2026 **Annex A**. It is recommended that school and college leaders and those staff who work directly with children should read this Annex.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, A KMAT school 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 or others at further risk of harm or compromise a criminal investigation. 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.

**Weapons and Serious violence**
We recognise that success in learning is one of the most powerful indicators in the prevention of youth crime.

All staff are aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

- Any member of staff who becomes aware that a pupil is carrying a weapon, has used a weapon, is in possession of a weapon, or has expressed an intention to use a weapon must report this immediately to the Designated Safeguarding Lead (DSL) or a deputy DSL.
- Concerns relating to weapons will be treated as safeguarding concerns and assessed by the DSL in line with the school's child protection procedures.
- The DSL will consider appropriate action, including risk assessment, parental involvement, referrals to children's social care, Early Help, and/or liaison with the police where appropriate.
- The school recognises that possession or use of a weapon may be an indicator of serious violence, child criminal exploitation, gang involvement, or other safeguarding concerns and will respond accordingly.

**Child Exploitation – both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**
KMAT will ensure that early help intervention is provided as soon as a concern of exploitation is identified. We will utilise Safer Me Screening Tool and seek advice 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, KMAT will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation. Report child sexual exploitation | Avon and Somerset Police
- If the learner is at risk of CCE information should be shared with the police Tell us about vulnerable or exploited people, exploiters, or organised crime | Avon and Somerset Police Targeted support maybe available to disrupt learners from getting involved with criminality.
- Agencies will share 'Missing persons' notifications (when 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.

Further support and information can be found here: Preventing Child Sexual Exploitation | The Children's Society

**Domestic Abuse**
All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass is a national operation where local police forces notify education settings when the police are called to an incident of domestic abuse. Education Settings will be notified when the police 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. When a setting is concerned about the amount of police notifications they receive or disclosures of domestic abuse, they should consider seeking further advice or consider a request for support from the Children's Front Door Request For Support Form.

The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Homepage - National Domestic Abuse Helpline provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at: North Somerset Domestic Abuse Service

- How to Protect Children From Domestic Abuse | NSPCC
- What is domestic abuse? - Refuge
- Safe Young Lives | Young people & domestic abuse - Safelives
- Domestic abuse: specialist sources of support - GOV.UK
- Home : Operation Encompass

## Female Genital Mutilation

**Mandatory reporting duty**: Click here for government guidance
There 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 staff 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.

**Child Sexual Abuse**
**Mandatory reporting duty**:
There is a legal duty for those taking part in regulated activity to report if they:

- are told that a child (person under the age of 18) has been sexually abused, either by a child or an adult involved
- witness child sexual abuse in person
- see or hear it in the form of images, videos or audio recordings.

These cases must be referred to the DSL who will support staff 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.

**Generative AI**
[Name of school] recognises the safeguarding, data protection and intellectual property considerations arising from the use of Generative AI (whether teacher-facing or pupil-facing) in education. Staff will have regard to the Department for Education's guidance on Generative artificial intelligence in education, and to related sector resources on identifying and mitigating the associated safeguarding risks, when considering the use of AI tools in the setting (KCSIE 2026, paras 165-166). Staff should also be aware that images or videos of a sexual nature generated using AI are treated in the same way as other nudes and semi-nudes for safeguarding purposes (see Key Safeguarding Areas and section 2.7 of this policy).

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

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

The guidance is set out in terms of four general themes:
- risk assessment,
- working in partnership,
- staff training,
- 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. Support for Young Carers can be accessed by completing an EHA.

**Toilets, changing rooms and boarding/residential accommodation**

As per the latest guidance KMAT will not allow children into toilets, changing rooms or overnight/boarding accommodation designated for the opposite biological sex, including in response to a request to support social transition.

Separate toilets are provided for boys and girls aged 8 and over, and separate changing accommodation for pupils aged 11 and over, in line with the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014.

Where a gender-questioning child does not wish to use the facilities designated for their biological sex, KMAT will consider whether an alternative, self-contained facility can be provided without compromising single-sex provision for other children. Any such arrangements will be recorded, communicated appropriately, and reviewed regularly. (KCSIE 2026, paras 105-116 and 197-202).

**Multi-Agency Contacts for Safeguarding in Education**

| | |
|---|---|
| If a child is at immediate risk call the POLICE | **POLICE** 999 |
| To make a referral/request for support to Children's Social Care | **childrens.frontdoor@n-somerset.gov.uk**<br>**Telephone: 01275 888808** |
| To raise concerns and ask for advice about radicalisation (also contact Somerset Direct). | **Police Prevent Team -** 01278 647466<br>PreventSW@avonandsomerset.police.uk<br>**Local Authority Prevent Lead** prevent@somerset.gov.uk |
| To liaise with the specialist Safeguarding Police Unit | **Lighthouse Safeguarding Unit – Avon and Somerset Police 01278 649228** |

| | |
|---|---|
| To raise concerns and ask for guidance in relation to the conduct of someone who works with children. | **Local Authority Designated Officer - (LADO)**<br>LADO@n-somerset.gov.uk |

| **For information, advice, and guidance in relation to safeguarding policy and procedures:**<br>**Education Safeguarding Lead:** paul.cox@n-somerset.gov.uk | |
|---|---|
| Child sexual exploitation & child criminal exploitation | **Operation Topaz (Avon and Somerset Police)**<br>https://www.avonandsomerset.police.uk/forms/vul |
| Child Missing from Education | Child Missing Education Reporting |
| Children affected by Forced Marriage | **Forced Marriage Unit**<br>020 7008 0151 fmu@fco.gov.uk |
| Online Safety Advice | **Professional Online Safeguarding Helpline**<br>T: 0344 381 4772<br>E: helpline@saferinternet.org.uk |
| Reporting online sexual abuse and grooming | **Child Exploitation and Online Protection command**<br>https://www.ceop.police.uk/ceop-reporting/ |
| FGM advice | **NSPCC FGM Helpline**<br>0800 028 3550 fgmhelp@nspcc.org.uk |
| Domestic Abuse Support | North Somerset Domestic Abuse Service |
| Whistleblowing professional policy | **NSPCC Whistleblowing hotline**<br>0800 028 0285 help@nspcc.org.uk |

# Appendix A

**Types of abuse and neglect**

The NSPCC has produced a series of Expert Insight videos, Expert insight videos | NSPCC Learning where experts talk about key child protection topics and share learning from their safeguarding experiences.

Abuse 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. Abuse can take place wholly online. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.
Abuse and neglect may also take place outside the home, offered referred to as contextual safeguarding and may include, sexual exploitation, criminal exploitation, serious youth violence or radicalisation.
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 disproportionally 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 2026).

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2026) 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** is 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.

**Emotional abuse** is 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. This may include verbal abuse such as persistent criticism, belittling or name-calling. 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 the child is aware of what is happening or not. 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. The centre of expertise on child sexual abuse has useful resource es and training Home/CSA Centre

**Neglect** is 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, an unresponsiveness to a child's basic emotional needs, failing to ensure adequate supervision (including the use of inadequate care-givers) or ensure access to appropriate medical care, treatment or attend or receive an education.

**Domestic Violence.** The impact of DV may have long term detrimental impact on children's health, wellbeing and ability to learn and then experiencing domestic abuse at home or within their own intimate relationships.

# Appendix B

**Reporting a concern**

All concerns about children or families whether big or small will be shared with the DSL (or deputy if the DSL is unavailable) in a timely matter. In KMAT School's, this is recorded via the CPOMS online system.
Staff will be mindful that they should write the concern in the child's own words as much as possible, being careful to maintain fact rather than personal opinion or interpretation. Where injuries are observed this will be recorded on a body map, staff know they must not take photographs of injuries.
Any cause for concern will be shared only with those who need to know.

Staff need to be aware that pupils may not be ready or able to talk about their experiences of abuse and/ or may not always recognise that they are being abused.

The DSL will ultimately decide next steps and where a referral is required liaise with the Front Door to Children's Services for next steps. This will be done with consent of the parents unless by doing so would put the child at further risk.

When reporting concerns about staff, the Headteacher/Executive Headteacher/Head of School, or Chair of Governors will be contacted. Where this is not possible, staff will contact the LADO. **In these cases the KMAT Safeguarding Lead and CEO must be informed.**
Staff should refer to the whistleblowing policy for more information.

# Appendix C

**Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse. Both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity.
The abuse may be perpetrated by an individual or groups, males or females, adults or children.
It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and can be facilitated in-person or wholly online.

The DSL will use the LA tool (currently The Sexual Exploitation Risk Assessment Form- SERAF) on all occasions where there is a concern that a child is being or is at risk of being sexually or criminally exploited. https://nsscp.co.uk/core-procedures

Child Criminal Exploitation can include being forced or manipulated into transporting drugs or money through county lines.

Further information: Child Sexual exploitation: guide for practitioners

Criminal Exploitation of children and vulnerable adults: county lines guidance

**Gangs and youth violence**
Teachers and designated staff have a range of powers to discipline and tackle problems, including violence, in the school environment. Such powers include the power to restrain violent pupils, and the power to search pupils for prohibited items.

**Serious Violence**
All staff should be aware of the signs that indicate a child is at risk of, or involved with serious violence, this includes: absence from school, changes of friendship group, unexplained injuries, self- harm, unexplained gifts or possessions. Staff should also be aware of relevant guidance: Preventing youth violence and gang involvement

**Drugs**
As part of school's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Government's drug strategy (2021). Our school will support students by providing information, advice and support via the curriculum and give students the confidence, resilience and risk management skills to resist risky behaviours and recover.
The Department of Education and Association of Chief Police Officers have provided Drug Advice for Schools to support this aim.
Schools also have the power to search pupils for drugs where there is a belief this student is in possession of criminal property.

**Radicalisation**
***Extremism*** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

***Radicalisation*** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
***Terrorism*** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Our school is aware of its responsibilities under the *Prevent Statutory Duty* through the Counter Terrorism and Security Act 2015. The duty requires schools to consider the need to safeguard children from being drawn into terrorism. The duty is designed to help ensure that vulnerable individuals who are at risk of radicalisation are supported. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum, including Promoting Fundamental British Values, and pastoral care to educate our pupils and to enable them to challenge these ideas and build their resilience to radicalisation. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into supporting terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed and monitored in order to prevent and identify access to terrorist and extremist materials on line at the school.

For advice and guidance in making a referral or about a student causing concern: **Tel. 01278 647466. If the matter is urgent the Police should be contacted by dialling 999** (or 101 was less urgent matters). The DFE have a dedicated helpline for staff and Governors to raise concerns around Prevent 02073407264

**Indicators of Vulnerability to Radicalisation**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy 2023 as:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in (1) or (2).

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

**Indicators of vulnerability include:**

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Prevent duty ensures schools and colleges have 'due regard' to the need to prevent people from being draw into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

***Channel*** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel Guidance.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware that as a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Educate Against Hate, a website launched by Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

**Honour Based Abuse**

So-called 'honour-based' Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA (regardless of the motivation) should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If you have concerns about an individual, the following helplines will be able to support you

Honour Network (Karma Nirvana): **0800 5999 247** (Monday to Friday, 9am – 5pm)
Government Forced Marriage Unit **0207 008 0151** or **0207 008 1500** (out of hours)
In emergencies, dial 999.

Further details from the home office on force marriage can be found here

**Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK under the FGM Act 2003 and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, individuals and groups from the wider communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential risk indicators which are detailed in the Multi-agency statutory guidance on female genital mutilation issued by the home office.

Whilst all staff should speak to the designated safeguarding lead (or deputy) in regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police via 101 (KCSIE 2026). This should be completed in consultation with the DSL but the responsibility of reporting lies with the staff member who identified the concern. Where there is a risk of serious immediate harm the Police should be called. Families from at risk countries include: Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea, as well as non- African communities including Yemeni, Afghani, Kurdistan, Indonesia & Pakistan

**Child on Child Abuse**
Child on Child Abuse includes:

- Bullying, including cyber bullying, disability/ allergy related
- Physical Abuse including intimate partner abuse
- Sexual Violence including CSE, Sexual Harassment, Sending nudes and upskirting
- Initiation and Hazing type violence including rituals, challenges, and other activities involving harassment, abuse or humiliation as a way of initiating a person into a group
- Gang violence, threats or coercion

All schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited under the Equality Act 2010. Schools should tackle prejudice and promote understanding between those who share a protected characteristic and those who do not, as set out in the Equality Act 2010. The definition that has been adopted by the government and should be used when considering prejudice related incidents 'A prejudice related incident is any incident which is perceived to be prejudice by the victim or any other person'

**Faith abuse**
The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse. Schools should promote equality and awareness around cultural and religious practices and be aware of risk factors such as belief in exorcism and spirit possession and children who are scapegoated or blamed for negative events.

**Domestic violence and abuse, Gender-based violence and teenage relationship abuse**
Domestic abuse (over 16 years) and teenage relationship abuse (under 16 years) involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality. It can impact children greatly who witness domestic abuse at home (children are now seen as victims in their own right as per changes to the Domestic Abuse Bill) as well as those who experience it through their personal relationships. The impact of DV may have long term detrimental impact on

children's health, wellbeing and ability to learn and then experiencing domestic abuse at home or within their own intimate relationships.

The curriculum should enable children and adolescents to understand what constitutes a healthy relationship, consent and tackle gendered stereotypes.

What should I do if I suspect a family is affected by domestic abuse? Contact:
https://www.nextlinkhousing.co.uk/northsomerset/
National Domestic Abuse Helpline 24 hours- 08082000247
Refuge: https://www.refuge.org.uk/

**Sexual Violence and Sexual Harassment**
Sexual Violence and harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
Sexual violence and sexual harassment exists on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** children involved are taken seriously and offered appropriate support.

The law says anyone under the age of 13 **can never legally give consent**. This means that anyone who engages in any sexual activity with a child who is 12 or younger is breaking the law. Sexual activity with a child who is under 13 should **always result in a child protection referral.**

Sexually harmful incidents should be viewed by professionals as a safeguarding concern and both victim and perpetrator should be supported. The school should have systems in places to support both students in the school setting to feel safe and heard should an incident occur.

School staff should be alert to negative sexualised or gendered language and behaviours and should be robust in tackling these, not brushing them off as 'part of growing up', 'boys will be boys' or 'banter'.

All staff should be confident of their response to child on child abuse as detailed in each school's Child on Child/ Behaviour/anti-bullying policies

**Online Sexual Abuse**
Online sexual abuse involves the use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to) engage in sexual activity, produce sexual material/content, force a child to look at or watch sexual activities, encourage a child to behave in sexually inappropriate ways or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

**Online Safety**

The topic of online safety is considerable and can be linked to issues such as child sexual exploitation, bullying and radicalisation. Issues can be categorised into three areas of risk:

• **Content**: being exposed to illegal, inappropriate or harmful material; e.g. Pornography, fake news, racist or radical and extremist views;

• **Contact:** being subjected to harmful online interaction with other users; e.g. commercial advertising as well as adults posing as children or young adults; and

• **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; e.g. making, sending and receiving explicit images, or online bullying.

The school will ensure it is proactive in addressing online safety through:

- Education of pupils through the curriculum;
- Keeping parents up to date on how to support their children to keep safe online;
- Reviewing online safety practices as part of a whole school approach to online safety;
- Filtering and monitoring to protect users but not leading to unreasonable restrictions;
- Staff training which is integrated, aligned and considered as part of the overarching safeguarding approach;
- Information sharing to enable the school community to be kept up to date.

For further information see government guidance Teaching online safety in school

**Child and Adolescent Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, (ACES) this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Good mental health and resilience are fundamental to our children's physical health, relationships, education and to achieving their potential. The school should promote positive self-esteem and tackling behaviours such as bullying that can impact a young person's self-esteem. Pastoral care should be available to those with mental health concerns as well as staff being aware of pathways for young people to Early Help and CAMHS.

In North Somerset, schools are encouraged to have a designated Mental Health Lead and offers Mental Health First Aid training as part of the 2020-2021 training offer to embed positive mental health practice in schools.

Promoting children and young people's mental health and wellbeing - https://www.gov.uk/government/publications/education-recovery-support

**Fabricated or induced illness**
This supplementary guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008), sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.

**Homelessness**
Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

**Alternative Provision**
Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

**Children and the Court System**
A child may at some point experience the court system for a number of different reasons this may include being a witness to a crime or it could be as a result of child care arrangement being made in the Family Court. Whatever the reasons it is important the child is supported through this process.

**Children with a Family Member in Prison**
Children and young people whereby a family member is in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The **National**

**Information Centre on Children of Offenders** (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

**Private Fostering Arrangements**
A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children LAC by the authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.
By ;aw, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

**Children in care or who have previously experienced care**
Appropriate staff have information about a child's legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility. The DSL will have the details of the child's social worker and contact details for the LA

virtual school head for children in care, children with a social worker and those in kinship care (Extended role from September 2025).
The designated teacher works with the virtual school head to discuss how Pupil premium plus funding can be best used to support the child's progress and ensure that the school meets their EHCP needs.
Promoting the education-of-looked-after-children (Children in care)

**Guidance on Children Questioning their Gender**
Principles include the need for:

Caution and clinical advice in relation to supporting social transition of pre-pubertal children and the involvement of parents in decision-making wherever possible

Reflecting the underpinning statutory duties guidance suggests that schools must not permit:

- children over the age of 8 to access toilets designated for the opposite biological sex
- children over the age of 11 to access changing rooms designated for the opposite biological sex
- allow children to share boarding or overnight accommodation with those of the opposite sex

# Appendix D

**Dealing with a Disclosure of Abuse**

**When a child tells me about abuse s/he has suffered, what must I remember?**

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him 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.
- Utilise TED questions- Tell, Explain, Describe
- 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 s/he has a right to be safe and protected. Ensure the child knows that they are not causing a problem by reporting abuse
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has 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. **This must be logged as a concern on CPOMS.**

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.

**Recognise – Respond – Reassure – Refer – Record**

# Appendix E

If you have concerns about a child who lives in **North Somerset or to request support you can call: 01275 888808**

**The North Somerset Professional consultation line for professionals only: 01275 888690**

**Care Connect (General Enquiries) 01275 888801or 10275 888808**

**Emergency Duty Team out of hours 01454 615 165**

**Police non-emergency 101**

**CAMHS emergency daily mental health response line 08009539599**

**For all LADO enquiries 07795 092 692**

lado@n-somerset.gov.uk
NSSCP _ LADO Involvement

**01275 888 808 – Front Door to Early Help and Children's Social Care**
Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm
**01454 615165**
Out of hours/Weekends

Remember in an emergency please ring **999**

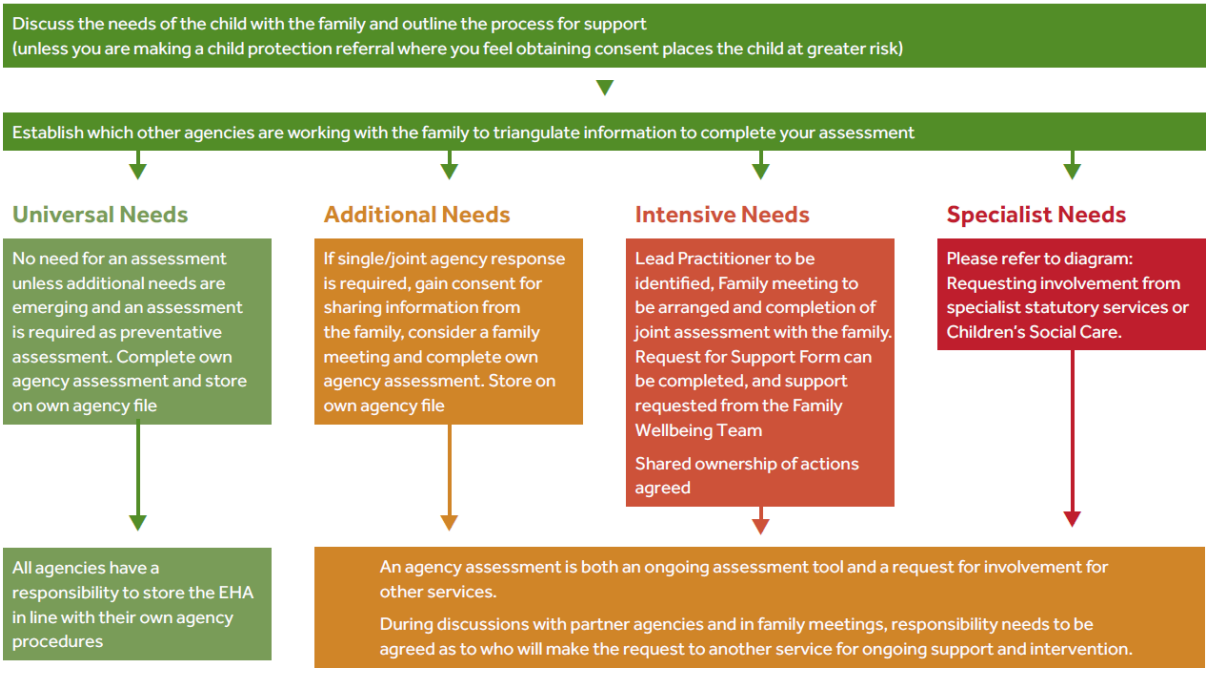
**For further details on North Somerset policies and procedures, visit their website here**

**NSPCC Whistleblowing helpline 08000280285 help@nspcc.org.uk**

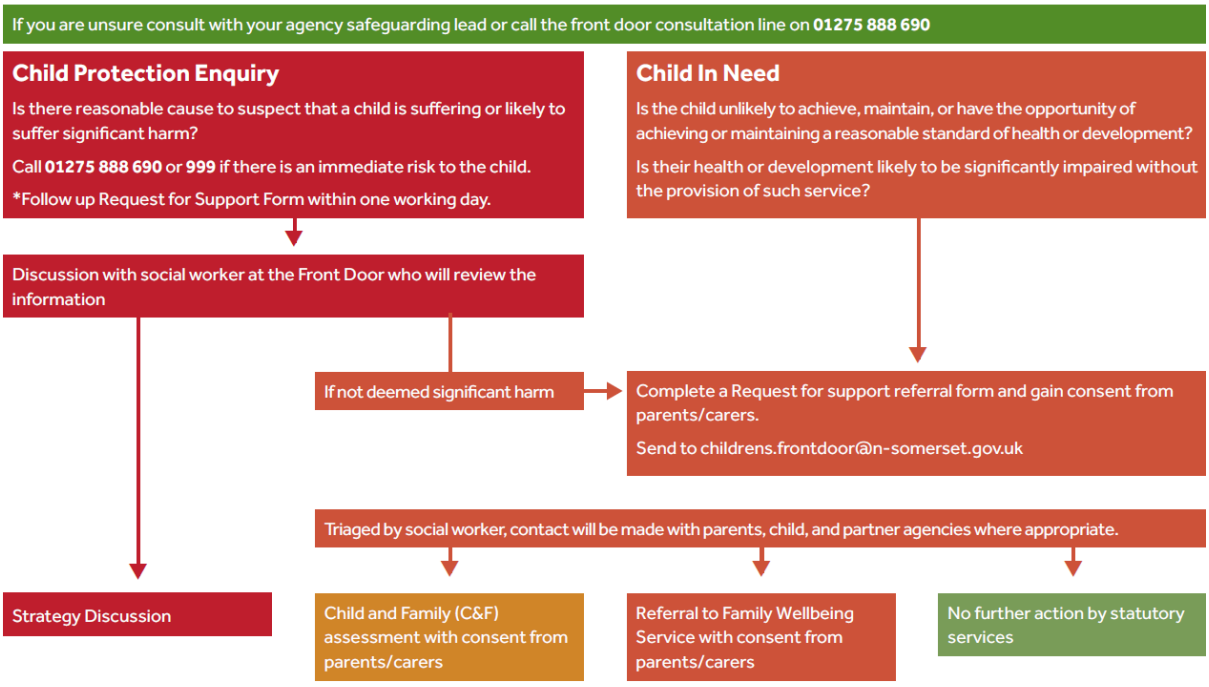
**NSPCC: http://www.nspcc.org.uk/**
**Childline: http://www.childline.org.uk/pages/home.aspx**
**Anti-bullying alliance: http://anti-bullyingalliance.org.uk/**
**Beat bullying : http://www.beatbullying.org/**
**Childnet International : http://www.childnet.com**
**Thinkuknow: https://www.thinkuknow.co.uk**
**Safer Internet Centre: http://www.saferinternet.org.uk**

# Appendix F

## Assessment before the need for Specialist Statutory Support




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



# Appendix G- Dealing with allegations against staff form

**What to do when you receive a safeguarding related allegation/ complaint against a staff member: Confidential**

When going through this process remember child welfare, support the staff member, keep detailed records and inform the MAT (CEO or Safeguarding Lead for support and guidance.) Keep parents informed throughout.

**Record all actions or inaction with justifications**

**Referring to the SG policy and KCSIE Part 4**

**Date initiated:**

- **Investigator: _____**
- **Summary of Complaint: Include date, time, location**

- **Name of staff member & role: _____**
- **Complainant: _____**
- **Date allegation received: _____**
- **Which specific policy or code of conduct is believed to have been breached? Safeguarding, Staff code of conduct, Disciplinary Procedure, Anti Bullying Policy, KCSIE, Vexatious policy?**

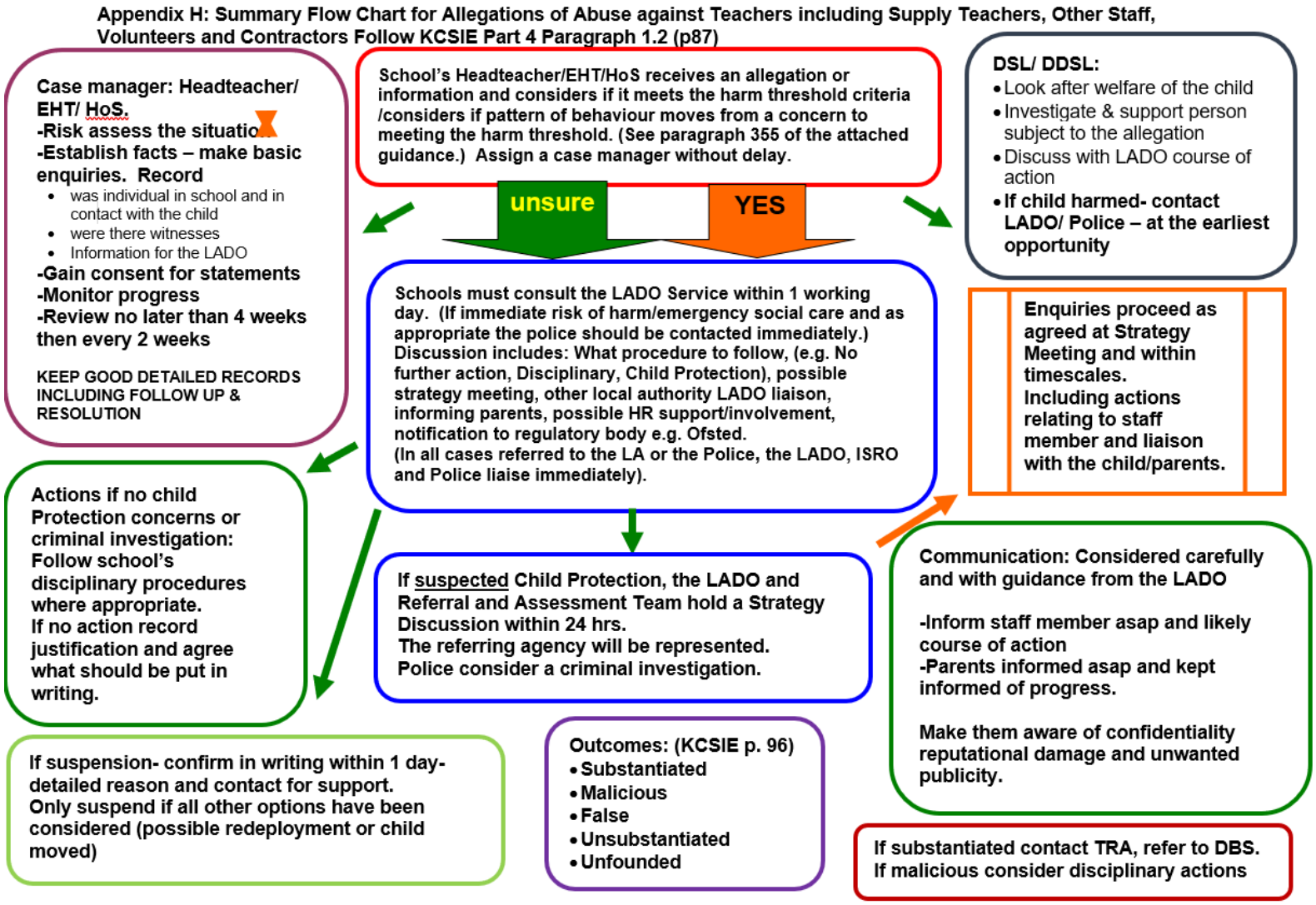
| | Have you? | Check box Y/N |
|---|---|---|
| 1. | Checked the individual was in school at the time? | |
| 2. | Did the individual or could they have come into contact with the pupil? | When? Where? |
| 3. | Were there any possible witnesses? Take witness statements and add to chronology.<br>Name, role, Date, Interviewed by, Summary statement | Who? |
| 4. | Gained consent for children's statements? Do we need permission from the parent? *I have moved this action upwards as it relates to step 3* | From whom? |
| 5. | Is there any CCTV footage? | |
| | On a case by case basis- depending on the severity of the allegation and if you need to investigate further.<br>Refer if necessary to Part 4 of KCSIE and the Allegations Guidance. | |

| | |
|---|---|
| 6. | **Contact the LADO to get advice: Allyson Donovan Email: LADO@n-somerset.sch.uk Phone :**<br>**Record what they advised.** |
| 7. | **Is the child at risk of significant harm or suffering? Do you need to call the police? Explain Why or why not?** |
| 8. | **Do you need to do a risk assessment to safeguard the child or/ and the staff member?** |
| 9. | **Appoint an investigation officer and issue investigation brief (seek guidance from Schools HR Advisory Service if necessary) who can then begin a full investigation (unless you are advised by the LADO that the incident does not meet the harm threshold and is best managed as a low level concern through management advice and guidance OR the police are involved OR the LADO advises to wait until a multi-agency strategy meeting held)** |
| 10. | **Does the staff member need to be redeployed or on garden leave until the investigation is complete.** |
| 11. | **Have you contacted the parents regarding the investigation? Let them know one is being undertaken? Any change in staffing?** |
| 12. | **Ensure DSL, DDSL. SENDCO and key staff are aware of any adaptions while investigation is ongoing** |
| 13. | **INVESTIGATION Investigating Officer to follow investigation brief and investigation guidance and seek advice of Schools HR** |
| 14. | **INVESTIGATION What is the pupil's view?** ***I would suggest this is an action for the investigating officer. I am suggesting clubbing all the investigating officer actions together*** |
| 15. | **INVESTIGATION What are the witness' views?** ***I would suggest this is an action for the investigating officer*** |

| | |
|---|---|
| | |
| 16. | INVESTIGATION ~~If appropriate~~ what are the staff members view. ? *I would suggest this is an action for the investigating officer and would say it is always appropriate to seek staff members view as part of full investigation*<br>-What were the antecedents leading up to the incident?<br><br>-What was the disruptive behaviour ie affecting the classroom?<br><br>-Was physical intervention needed? Physical restraint? Was Team teach used appropriately?<br><br>- Was the behaviour putting the child or others in danger? |
| 17. | INVESTIGATION List the evidence gathered, if necessary alongside a chronology: Documents, text messages, email communications lesson plans, disciplinary records, CCTV footage, witness statements, media posts, attendance records. External and internal advice given and the impact on the investigation. *This is an action for the investigating officer* |
| 18. | INVESTIGATION Produce an investigation report including a summary of findings: Clear objective summary of findings. *This is an action for the investigating officer* |
| 19. | Do you need to proceed to a formal disciplinary hearing?<br>Informal resolution: mediation, further training, formal warning, well being support for staff *I have moved this upwards because it would proceed the actions listed against point 20 below.* |
| 20. | What action has occurred: formal action under disciplinary policy or informal action or no further Action and why- ie insufficient evidence<br>~~Ie teacher disciplinary, child on CP, inform DBS, Police etc~~<br><br>Was the allegation Substantiated, Unsubstantiated or Inconclusive<br><br>If, following investigation and a disciplinary hearing, allegations are confirmed inform Social Care and inform the LADO<br><br>If applicable, refer to authorities eg Police, LADO, DBS, Teacher Regulation Agency<br><br>Ensure DSL, DDSL. SENDCO and key staff are aware of the outcomes (please note: for confidentiality reasons, in terms of outcome of any investigation/disciplinary process this needs to be on a need to know basis). *Informing of outcome would happen after investigation and hearing concluded, hence suggesting move to here*<br><br>Notify parent of the outcome. Note: the parent can only be informed that the matter has been investigated and appropriate action has been taken. *Informing of outcome would happen after investigation and hearing concluded, hence suggesting move here* |

| | |
|---|---|
| | |
| 21. | **Agree what need to be recorded – Safeguard or teachers file** |
| 22. | **Inform parents of what they should do next – which stage of the complaints policy. Refer to KMAT complaints policy stages & KMAT Form.** ***Note sure this would always apply: safeguarding allegations are dealt with under the Disciplinary Policy and my understanding is that the Complaints Procedure wold only apply if a parent had raised a complaint under it*** |
| 23. | **If applicable, review outcomes no later than 4 weeks (then every 2 weeks if not fully resolved)**<br>**Date to be reviewed_____** |
| | **List of Evidence gathered.** ***I think this is already covered, in box*** |
| | **Final decision**<br>**Made by: Headteacher, EHT, Disciplinary Committee**<br>**Sign:**<br>**Approved by CEO**<br>**Sign:**<br>**Date:** |

## Appendix H- Allegations of Abuse against teachers



**Appendix I- Engagement support plan form (for absence and reintegration)**

# ENGAGEMENT SUPPORT PLAN

*(For children experiencing difficulties in* accessing *education)*

| | | | | |
|---|---|---|---|---|
| Student Name | | Date of Birth | | Year Group |
| School | | Headteacher | | SENDCo |
| Has the student had an engagement support plan before? Yes / No - if yes, when and for how long? | | | | Plan No: 1 |
| **Is the student subject to a:**<br><br>(If so. please ensure you **inform** the **Virtual school)** | | Child in Need Plan | | |
| | | Child Protection Plan | | |
| | | Child Looked After | | |
| Name of parents / carers: | | | | |
| Name of Attendance Key Worker in school: | | | | |
| Member of SLT overseeing the ESP and ensuring that the review cycle functions: | | | | |
| Name of Social Worker (if applicable): | | | | |
| Any other professional involved | | | | |
| Name of SEN caseworker (if applicable): | | | | |
| Name of Virtual School rep (if applicable): | | | | |
| Name of Education Welfare Officer (if applicable): | | | | |

What is going well for **INSERT NAME**

What factors are in place to allow them to thrive, engage and keep safe?

| What are their barriers to engaging? |
|---|
| |

| Removing the barriers |
|---|
| What support will be put into place at school over the next **INSERT NUMBER WEEKS**? |
| What support will be put into place by the LA? |
| What support will be put in at home and by home? |

| | |
|---|---|
| Date of meeting discussing the ESP and option of a part-time timetable: | |
| Present: | |
| Start date of ESP: | |
| Minimum expected number of hours in education each week: | |
| Review date:<br>*(Maximum 4 weekly)* | |
| Proposed end date of part-time timetable if applicable (6 weeks max at first) | |

Part Time Timetable *if* app//cag/e *(Indicate precise times of attendance)*

Objective (what do we hope to achieve through the additional support put in place during this graduated response?)

| Monday | | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Wk. 1 | | | | | |
| Wk. 2 | | | | | |
| Wk. 3 | | | | | |
| Wk. 4 | | | | | |

| |
|---|
| Any other comments relating **to this part-time timetable:**<br><br>**INSERT NAME** can be coded C2 for absence from school outside of these times. If they do not attend planned sessions, then these are recorded using the usual coding. |
| **Parent/career agreement:** |
| I understand my child has been given the option of a part-time timetable for a limited period of time.<br><br>I have discussed the matter fully with the school and agree that should my child not attend school outside of the agreed minimum hours of the period of the part-time timetable to:<br><br>• Take full responsibility for my child during hours when my child does not attend school.<br>• Ensure there is appropriate supervision during those hours.<br><br>Furthermore, I understand that the school will check on a regular and adhoc basis, the safety of the student whilst not at school in line with usual safeguarding practice. |
| Parent / carer consent obtained on: |

**Engagement Support Plan Review 1**

| |
|---|
| 1. Is the Engagement Support Plan to be extended? Yes / No |
| 2. RAG rate actions from previous meeting |
| 3. If no, please describe which support has been successful in supporting **INSERT NAME** and why. |
| 3. If Yes: What worked7 What are the remaining barriers?<br><br>What support will be put into place at school over the next **INSERT NUMBER** weeks?<br><br>What support will be put into place by the LA?<br><br>What support will be put in at home and by home? |

If yes, is their timetable changing? Please give details below:

**Part Time Timetable if applicable** *(Indicate precise times of attendance)*

**Objective** (what do we hope to achieve through the additional support put in place during this graduated response?)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Wk. 1 | | | | | |
| Wk. 2 | | | | | |
| Wk. 3 | | | | | |
| Wk. 4 | | | | | |

**Any other comments relating to this part-time timetable:**

Parent/career agreement:

Parent / Carer agreement:

I understand my child has been placed on a part-time timetable for a limited period of time.
I have discussed the matter fully with the school and agree, during the period of the part-time timetable to:

- •Take full responsibility for my child during the hours when my child does not attend school.
- •Ensure there is appropriate supervision during those hours.
- Furthermore, I understand that the school will check on a regular and adhoc basis, the safety of the student whilst not at school.

Parent / carer continued consent obtained on:

| | |
|---|---|
| Date of meeting discussing the ESP and option of a part-time timetable: | |
| Present: | |
| Minimum expected number of hours in education each week: | |
| Review date:<br>*(Maximum 4 weekly)* | |
| Proposed end date of part-time timetable if applicable (if beyond 6 weeks from start date explain evidence for extension) | |