

Shirehampton Primary School



Safeguarding Policy September 2025

Review Date: Annually

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2019 – 2020	Louisa Munton	Paul Maddaford Alexander Poole	Rebecca Golder	Lucy McIlhinney
2020 – 2021	Louisa Munton Paul Maddaford	Richard Lohan Amy McNamee	Pearl Luxon	Lucy McIlhinney
2021 – 2022	Louisa Munton Paul Maddaford	Richard Lohan Amy McNamee Georgia Melias	Pearl Luxon	Lucy McIlhinney
2022 – 2023	Louisa Munton Paul Maddaford	Richard Lohan Amy McNamee Georgia Melias	Pearl Luxon	Becky Macfarlane
2023 – 2024	Louisa Munton Paul Maddaford	Richard Lohan Amy McNamee	Pearl Luxon	Becky Macfarlane
2024 – 2025	Louisa Munton	Richard Lohan Amy McNamee	Pearl Luxon	Becky Macfarlane
2025-2026	Paul Maddaford Richard Lohan Amy McNamee	Sarah Wagland	Becky Macfarlane	Becky Macfarlane

Dates of Staff Training and details of course title and training provider

Whole School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
9 & 16 October 2013 CP training BCSB – Jeanette Plumb	18 September 2014 Child Protection Refresher and Update training BSCB	18 September 2014 Child Protection Refresher and Update training BSCB	8 June 2021 Governor Safeguarding Link course The Key
21 September & 5 October 2016 – CP training from Education Safeguarding Team Lesley O'Hagan	16 September 2016 Child Protection for Managers BSCB 21 September 2016 Domestic Abuse and Child Protection BSCB 4 October 2016 Parent Mental Health and Child Protection BSCB	16 September 2016 Child Protection for Managers BSCB 21 September 2016 Domestic Abuse and Child Protection BSCB 4 October 2016 Parent Mental Health and Child Protection BSCB	24 June 2021 Safeguarding for Governors Bristol GDS
11 & 25 September 2019 – CP training from Education Safeguarding Team Lesley O'Hagan	25 January 2017 & 22 March 2017 CASCADE – Schools and CAMHS partnership training 25 September 2018 Child Protection Disguised Compliance Training BSCB 28 September 2018 Graded Care Profile 2 Training (neglect) BSCB 1 October 2018 Advanced Practitioner Inter Agency Child Protection Training BSCB 2 October 2018 Violence within Families Briefing BSCB	25 January 2017 & 22 March 2017 CASCADE – Schools and CAMHS partnership training 25 September 2018 Child Protection Disguised Compliance Training BSCB 28 September 2018 Graded Care Profile 2 Training (neglect) BSCB 1 October 2018 Advanced Practitioner Inter Agency Child Protection Training BSCB 2 October 2018 Violence within Families Briefing BSCB	
14 & 21 September 2022 Mandy Parry – Delegated Services	17 September & 22 October 2020 Child Protection Refresher and Update training BSCB	17 September & 22 October 2020 Child Protection Refresher and Update training BSCB	
	4 & 11 October 2022 (PM) 13 & 20 October 2022 (LM) Advanced CP training for DSLs & Specialist Practitioners	20, 21, 22 & 23 April 2021 New DSL training	
	24 & 25 September 24 (LM & PM) DSL refresher training Henry Chan Schools Safeguarding Advisor (SET BCC)	20 & 27 September 2022 (AM & RL) 4 & 11 October 2022 (GM) Advanced CP training for DSLs & Specialist Practitioners	
		24 & 25 September 24 (RL & AM) DSL refresher training	

		Henry Chan Schools Safeguarding Advisor (SET BCC) 12 th December 2024 Brook Tool Training (AM & RL) Brooks Training Team	
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Contents

Definitions	page 4
Purpose and Aims	page 4
Ethos	page 4
Equalities Statement	page 5
Responsibilities and expectations	page 5
Recognising concerns, signs and indicators of abuse including exploitation	page 8
What to do if you are concerned	page 8
Disqualification under the Childcare Act 2006	page 9
Managing Allegations	page 9
Allegations of Abuse made against other pupils	page 10
Training	page 11
Taking action to ensure children are safe at school and home	page 11
Professional Confidentiality	page 14
Support, Advice and Guidance for Staff	page 14
Reasonable Force	page 14
Current Safeguarding Issues, including child on child abuse	page 14
Children Missing Education	page 21
Children Absent from Education	page 21
Elective Home Education	page 21
Safeguarding SEND Children	page 22
Safer Recruitment and Selection	page 22
Private Fostering	page 22
Child Exploitation, including E-Safety and Child Criminal Exploitation	page 22
Mental Health	page 24

Definitions

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

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure 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.

Purpose and Aims

The purpose of our safeguarding policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

All our pupils are safe and protected from harm.

It is in response to:

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| <ol style="list-style-type: none"> 1. The Children's Act 1989 and 2004 and 2006 2. The Education Act 2002 (section 175) & 2011 3. Childcare Act 2006 4. Education Inspection Act 2006 5. Children and Social Care Act 2017 6. Safeguarding Vulnerable Groups Act 2006 7. Children and Families Act 2014 8. Female Genital Mutilation Act 2003 9. The Teacher Standards 2012 | <ol style="list-style-type: none"> 10. Latest guidance from DfE including: <ul style="list-style-type: none"> • Keeping Children Safe in Education 2024 • Working Together to Safeguard Children 2023 • Guidance for Safer Working Practice 2022 11. Education & Training (Welfare of Children) Act 2021 12. Ofsted's review of Sexual Abuse in Schools and Colleges |
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The policy is in line with the above, the Bristol Safeguarding Children's Board safeguarding procedures and 'What to do if you are worried a child is being abused' publication (2015)

Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices.

Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to the safeguarding and promoting the welfare of all of our pupils.

This policy applies to all adults, including volunteers, working in or on behalf of the school.

Ethos

Safeguarding in Shirehampton Primary School is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their potential and feel safe. Shirehampton Primary School recognises the contribution it can make in ensuring that all pupils registered or who use our school feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours and promote their welfare. A planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships

- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, abuse including exploitation, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child
- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has a Child Protection Plan (formerly known as being on the Child Protection Register)
- Name and contact detail of key persons in other agencies, including GP
- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information. It will be held centrally on the school premises.

Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding we will consider our duties under the Human Rights Act 1998, Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

Responsibilities and expectations

The Governing Body is responsible for ensuring that:

- the school has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- the designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job;
- staff undertake appropriate safeguarding and Prevent training;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- online safety is a running and interrelated theme whilst devising and implementing the whole school approach to safeguarding;
- the data protection guidance for schools from the Department for Education (DfE) is used to comply with data protection law and develop policies and processes
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the

school, including complying with requests to inspect the policies and procedures on these matters where appropriate.

- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

Headteacher is responsible for ensuring that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Member of Staff with Designated Responsibility for safeguarding is responsible for:

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Being aware of the requirement for children to have an Appropriate Adult while a student is being questioned or detained by the police;
- keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency;
- Act as a source of support, advice and expertise within the educational establishment.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how KBSPs operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's safeguarding policy and procedures;
- Ensure that all staff have induction training;
- Keep detailed accurate secure written records and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the safeguarding policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Ensure staff know which children are allocated a social worker, enabling any safeguarding risks to be reported without delay and consideration of the provision of pastoral and/or academic support, alongside action by statutory services.

Where a child leaves the establishment, ensure the safeguarding file is transferred to the new establishment within 5 days of them starting and separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the safeguarding file should be retained at school or passed to EWS after discussion.

All staff and volunteers must:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

All members of the school staff have a duty to ensure we are creating a safe environment, including:

- That the building; including its surroundings, are safe and one where children can feel safe.
- Where 'extended school' activities are provided by and managed by the setting, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance and staff suitability. When our children attend offsite activities, we will check that effective safeguarding arrangements are in place. We will use risk assessment and risk management models to assist us to do this.
- That parents know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Bristol City Council requirements regarding the Single Central Record.

The **Designated Safeguarding Leads (DSL)** are Paul Maddaford, Richard Lohan and Amy McNamee. If they are not available, then the **Deputy Designated Safeguarding Leads (DDSL)** is Sarah Wagland (This person can also be contacted with any safeguarding concerns).

The Named Member of the Governing Body for Safeguarding is Becky Macfarlane.

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. This includes knowing how to escalate concerns. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The DSL must ensure that the whole school safeguarding training takes place at least every three years; which they can deliver within school provided they are linked in to the support and quality assurance process offered by the Local Authority.

The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection case conferences, reviews, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The DSL is required to complete an annual Safeguarding Audit which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared with the Local Authority, who will have an auditing role in ensuring the school is meeting its Safeguarding requirements under s.175/157 of the Education Act 2002 for both maintained and independent schools.

All safeguarding concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse you should tell the Designated Safeguarding Lead.

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Shirehampton Primary School will contribute to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#). All adults, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency including First Response and Early Help (support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse) – Social Care, the Police ([NPCC – When to call the police](#)), including the Police South West Counter Terrorism Unit, where there is a radicalisation concern and the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child. Mandatory professionals have a **mandatory reporting duty** to report known cases of FGM; teachers are regulated professionals and must report known incidents to the police via 101. This cannot be delegated to the DSL. Where a disclosure is made to a visiting staff member from a different agency, e.g. Connexions or School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's Designated Safeguarding Lead in the first instance. Where the

disclosure is made by a child attending a Short Stay School (SSS) or alternative provision, the referral should be recorded and referred to the On-Site Designated Safeguarding Lead and a formal notification made to the school's DSL where the child is on roll for information or appropriate action to be taken. Any records made should be kept securely on the Child's main school/safeguarding file.

Whilst the General Data Protection Regulation (GDPR) 2016 and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss. The school will use the government's guidance 'Information Sharing: Advice for practitioners providing services to children, young people, parents and carers' (2018) to help manage information sharing in school.

Recognising concerns, signs and indicators of abuse including exploitation

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the **need to consult further**.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Sexual Abuse including harassment and exploitation

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualised behaviour including words, play or drawing.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left

alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

What to do if you are concerned

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Designated Safeguarding Lead as soon as possible.
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using MyConcern.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Headteacher using the schools 'Whistle Blowing' policy. Where those concerns relate to the Headteacher however, this should be reported to the Chair of Governors using the schools 'Whistle Blowing' policy. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>

<https://www.gov.uk/whistleblowing> The NSPCC whistleblowing helpline is available from [here](#) for staff who do not feel able to raise concerns regarding safeguarding 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.

Disqualification under the Childcare Act 2006

Schools have a statutory duty to apply the Childcare Disqualification Regulations and ensure staff are aware of their responsibility to disclose information which is relevant to the disqualification criteria and to keep relevant records. Staff must inform the HT if their circumstances change. The failure to do so could result in disciplinary action being taken. Shirehampton Primary School uses a self-declaration form that staff complete on appointment. Staff are reminded they only need to disclose information regarding relevant offences / convictions; the obligation to disclose information regarding disqualification by association is no longer required.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff, including supply staff and volunteers, that are working or may come into contact with children and young people whilst in our school. Allegations will usually be that some kind of abuse has taken place, that an adult poses a risk of harm through their behaviour or they may have behaved in a way that indicates they may not be suitable to work with children. They can be made by children and young people or other concerned adults. Allegations are made for a variety of reasons:

- Abuse has actually taken place.
- Something has happened to the child that reminds them of a past event – the child is unable to recognise that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

If staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that doesn't meet the harm threshold, then they should share it in accordance with our low-level concerns policy.

If an allegation is made against an adult in a position of trust, including foster carers, whether they be members of staff, supply staff or volunteers this should be brought to the immediate attention of the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors. The Headteacher/Chair of Governors will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. Head teachers will need to:

- Refer to the LADO immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting.
- Refer to the DBS where a member of staff has been disciplined or dismissed as a result of the allegations being founded.
- Consider, where a teacher has been dismissed for misconduct, or they would have been dismissed had they not resigned first, whether to refer the case to TRA.

If we receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities) we will follow our safeguarding policies and procedures, including informing the LADO.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence including criminal exploitation;
- Could put pupils in the school at risk;
- Is violent;
- Involves pupils being forced to use drugs or alcohol;
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting), including abuse in intimate personal relationships between peers.

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it;
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The DSL will put a risk assessment and support plan into place for all children involved – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed;
- The DSL will contact the children and adolescent mental health services (CAMHS), and other agencies if appropriate.

‘Victim’ is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. Staff will use any term the child feels most comfortable with when managing an incident.

'Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but staff will think carefully about what terminology it uses (especially in front of children), as in some cases, abusive behaviour can be harmful to the perpetrator too. Staff will decide what's appropriate and which terms to use on a case-by-case basis.

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

- Challenging any form of derogatory or sexualised language or behaviour;
- Being vigilant to issues that particularly affect different vulnerable groups;
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff confidentially by having worry boxes in each classroom, discussing child-on-child abuse as part of our PSHE teaching on Healthy relationships and developing highly effective relationships between staff and children to ensure their wishes are understood;
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Training

The Governing Body will ensure that all staff members undergo safeguarding training at induction. The training will be regularly updated. Induction and training will be in line with advice from the Keeping Bristol Safe Partnership (KBSP).

All members of staff and volunteers will have access to whole school safeguarding training at least every three years, including relevant Prevent training. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our Designated Safeguarding Leads and Deputies will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/Deputies to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to appropriate safeguarding (including online) training at induction, which is regularly updated.

Our safeguarding arrangements are reported on an annual basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include our Safeguarding Policy in our school prospectus/website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

Taking action to ensure that children are safe at school and home

All staff follow the Bristol KBSP safeguarding procedures which are consistent with the most recent guidance from the DfE and 'What To Do If You Are Worried A Child is Being Abused'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for safeguarding (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect including exploitation
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

See Appendix B for sharing a concern in the absence of the DSL.

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity, providing appropriate support for those who have difficulty expressing themselves verbally. Staff also understand children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this will stop staff from having a 'professional curiosity' and speaking to the DSL.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- **clarify the information**
- try to keep questions to a minimum and of an 'open' nature (using TED questions, Tell me, Explain, Describe) e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the DSL
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child
- if the child has experienced multiple suspensions, is at risk of permanent exclusion and/or in a PRU/ALP
- if a parent is in custody or affected by parental offending
- any periods of frequently missing education, home or care
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. First Response, Early Help, EWO service
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk

- whether to make a safeguarding referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately **OR**
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action following a safeguarding referral

The designated senior officer or other appropriate member of staff will:

- make regular contact with First Response and/or Early Help
- contribute to the Strategy Discussion and Initial Assessment
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children has a Child Protection Plan (formerly placed on the Child Protection Register), contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Education Safeguarding and Child Protection Manager
- where a child having a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care

5. Recording and monitoring

School will record:

- Information about the child: name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan (been on the CP Register)
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/review

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size and colour of any injuries (not photograph)
- Words child uses, (not translated into 'proper' words)
- Non-verbal behaviours

All safeguarding documents will be retained in a 'Safeguarding' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and senior/deputy designated officers. These records will be transferred to any school or setting the child moves to, using the KBSP 'Guidance on the transfer of a child protection file to another educational setting' and the accompanying form. If the child goes missing from education or is removed from roll to be educated at home, then any safeguarding file should remain in school or passed to EWS after discussion.

School will monitor:

Any cause for concern including where there could be serious child welfare concerns:

- | | |
|---|-----------------------------|
| • Injuries/marks | • Behaviour |
| • Attendance | • Demeanour and appearance |
| • Changes e.g. mood/ academic functioning | • Statements, comments |
| • Relationships | • Medicals |
| • Language | • Stories, 'news', drawings |

- Response to P.E./Sport
- Family circumstances

- Parental behaviour / care of child

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned

6. Supporting the Child and Partnership with Parents

- The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted.
- School recognises that the child's welfare is paramount, however good safeguarding practice and outcome relies on a positive, open and honest working partnership with parents
- School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm
- School will provide a secure, caring, supportive and protective relationship for the child
- School encourages parents to discuss any concerns they may have with the class teacher or the head teacher (Designated Safeguarding Lead)
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Officer will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child safeguarding. A member of staff must never guarantee confidentiality to a pupil and will not agree with a pupil to keep a secret as, where there is a safeguarding concern, this must be reported to the designated safeguarding lead and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding safeguarding on a 'need to know basis' only. Any information shared with a member of staff in this way is held treated confidentially.

Support, Advice and Guidance for Staff

Staff will be supported by the head teacher and referral to documentation held in school and

<https://bristolsafeguarding.org/>

The Designated Safeguarding Leads will be supported by the governing body designated person.

Advice and support are always available from the Education Welfare Officer.

Reasonable Force

'Reasonable Force' refers to the physical contact to restrain and control children, 'using no more force than is needed'. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be taken into account. The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013).

Current Safeguarding Issues

The following Safeguarding issues are all considered to be child Protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the South West Child Protection Procedures at

<https://www.proceduresonline.com/swcpp/>

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school. All staff should be considering the context within which incidents and or behaviours occur, this is known as Contextual Safeguarding. This includes being aware that safeguarding incidents and/or behaviours can occur between children outside of these environments.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Shirehampton Primary School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are: physical chastisement and punishment, Female Genital Mutilation (FGM), radicalisation, social and cultural isolation, arranged marriages, cultural conflict within families, belief in spirit possession, trafficking and modern slavery.

Child on child Abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of child on child abuse will be managed in the same way as any other safeguarding concern and will follow the same procedures.

Child on child abuse can manifest itself in many ways. This may include:

- bullying (including cyber bullying),
- physical abuse,
- on-line abuse,
- gender-based abuse,
- 'sexting' or sexually harmful / violent behaviour / harassment,
- initiation. A ceremony used to induct newcomers into an organisation. Hazing can also be used as initiation into a street or other 'gang'. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the initiation is over, the newcomers also have something in common with older or established members of the organisation or 'gang', because they have all experienced this as part of a 'rite of passage'. Many rituals involve humiliation, embarrassment, abuse and harassment.
- upskirting (where someone takes a picture under a person's clothing [not necessarily a skirt] without their permission and or knowledge, with the intention of viewing their genitals or buttocks [with or without underwear] to obtain sexual gratification, or cause the victim humiliation, distress or alarm),
- hazing type violence or abuse in intimate personal relationships between peers. Abuse in intimate relationships between children is sometimes known as 'teenage relationship abuse'.

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child on child abuse.

Shirehampton Primary School has a Behaviour Policy which includes anti – bullying and Positive Handling Policy which can be found on the website and school's internal Google Drive. The school keeps a Behaviour & Bullying Log to monitor any patterns in behaviour and provides well-being support for all involved. Restorative Approaches are the basis for our policy and this strategy is used to support victims, perpetrators and witnesses. See Appendix A.

Sexual Violence and Sexual Harassment

This is a particular form of child on child abuse. SPS has a zero tolerance approach to sexual violence and sexual harassment, and staff understand that failure to do so can lead to a culture of unacceptable

behaviour and in the worst case scenario, a culture that normalises abuse. Staff recognise that even if there are no reports, it doesn't mean it's not happening. Dealing with such cases are complex and the DSL will take a lead role in managing the situation on a case by case basis. However, all staff should ensure that:

- all who experience abuse are reassured that they are being taken seriously and that they will be supported and kept safe;
- those who experience abuse should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment;
- nor should those who experience abuse ever be made to feel ashamed for making a report;
- it should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them;
- they understand children who have experienced sexual violence can display a wide range of responses, so will remain alert to the possible challenges of detecting those signs and show sensitivity to their needs.

Staff are aware that Harmful sexual behaviour (HSB):

- can occur online and/or face-to-face and can also occur simultaneously between the 2
- both the ages and stages of development of the children are critical factors
- children displaying HSB have often experienced their own abuse and trauma, and it's important they're offered appropriate support

The DSLs and their deputies have a good understanding of HSB, which could form part of their safeguarding training. Both DSLs have received training on the Sexual Behaviours Traffic Light Tool.

Confidentiality:

- Staff shouldn't promise confidentiality as it might be in the victim's best interest to seek advice and guidance
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer. This is because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will balance the victim's wishes against their duty to protect the victim and other children
- The DSL will consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care,
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Anonymity, staff will:

- Be aware of the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for the children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

Discipline and the alleged perpetrator(s):

- The DSL should take the lead role
- School can take disciplinary action whilst other investigations are ongoing e.g. by the police. School will form its own conclusion about what happened and impose a penalty accordingly. School will consider it on a case-by-case basis considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution by liaising with the police and/or LA children's social care to determine this
 - There are circumstances that make it unreasonable/irrational for them to reach their own view about what happened
- School can, and should, take disciplinary action and still provide support at the same time if necessary

Working with parents and carers:

- School will (in most cases) engage with both the victim's and alleged perpetrator's parents or carers when there's been a report of sexual violence. This might not be necessary in relation to sexual harassment, but the DSLs should decide this on a case-by-case basis
- The exception is if there's reason to believe informing a parent or carer will put the child at additional risk
- Careful consideration will be given about what information it provides about the other child involved, and when. The DSLs will work with relevant agencies to ensure its approach to information sharing is consistent
- As part of good practice, the DSLs will:
 - Meet the victim's parent or carers with the victim to discuss what's being put in place to safeguard and support them, and how the report will progress, explaining the reason behind the decision
 - Meet with the alleged perpetrator's parents or carers to discuss what's being put in place that will impact them, e.g. moving them out of classes with the victim, explaining the reason behind the decision
- The DSL would attend these meetings and decide what other agencies should attend on a case-by-case basis

Safeguarding other children will involve:

- Considering supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration
- Do all it can to make sure the victim, alleged perpetrator(s) and any witnesses are not being bullied or harassed
- Understanding that social media is likely to play a role in the fall out from any incident/alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
- Considering school transport as part of its risk assessment as a potentially vulnerable place for a victim or alleged perpetrator(s)
- Keeping our policies, processes and curriculum constantly under review to protect all children
- Analysing reports of sexual violence and/or harassment as they may:
 - Point to environmental/systematic problems that could be addressed by updating policies, processes and the curriculum
 - Reflect wider issues in the local area

In addition to existing advice about managing a disclosure contained in this policy, Appendix C, staff will follow Searching, Screening and Confiscation Advice 2018.

The DSL will manage any incidents in line with the guidance contained in Part 5 KCSIE and Ofsted and DfE published reports / guidance.

Preventing Radicalisation and Violent Extremism

Shirehampton Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Shirehampton Primary School seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those

linked to, but not restricted, to the following: Far Right / Neo Nazi, White Supremacist ideology, extremist Islamic ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

- 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. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence.
- 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.

At Shirehampton Primary School there is no place for extremist views of any kind. Our children know that our school is a safe place, and all adults at Shirehampton Primary School have a duty of care to ensure this happens.

We recognise that exposure to extremist materials and influences can lead to poor outcomes and will be addressed as a safeguarding concern. We acknowledge that if we fail to challenge extremist views we are failing to protect our children, and tackling extremism falls under the remit of our Designated Officers. Education is a powerful tool against the ignorance, division and fear created by extremism. We will provide children with the knowledge, skills and critical thinking to challenge extremist ideas.

We are aware that children can be exposed to extremist influences or prejudiced views from early childhood through a variety of sources and media, and that they may at times reflect or display views which may be discriminatory, prejudiced or extremist, or use offensive language.

Any discrimination, prejudice or extremist views, including offensive language, shown by pupils or staff will be dealt with in line with our Behaviour Policy and staff Code of Conduct, and will always be addressed.

We place high priority on spiritual, moral, social and cultural development, which we achieve through our quality delivery of:

- PSHE and RSHE
- RE
- Restorative Approaches in School
- Values-led curriculum
- School assemblies

which all instil in our children a positive and strong self-identity and foster a sense of belonging.

We also adhere to the main methods outlined in the governmental guidance 'Teaching Approaches that help build resilience to extremism among young people.' (DfE 2011):

- We make good connections with our children through good teaching design and a child-centred approach
- We facilitate a safe place for discussion and dialogue
- We equip our children with the skills, knowledge and understanding and awareness to develop resilience.

We promote the values of democracy through our School Council, Eco Council, House Captains, Peer Mediators, and ample opportunities to vote on decisions regarding our school.

We value the rule of law and individual liberty, mutual respect and tolerance to those of other faiths, backgrounds and beliefs. We teach all our children to respect each other and tolerate differences.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Police South West Counter Terrorism Unit.

All referrals are received by the Police to consider and screen and the vulnerability is assessed, this may involve a multi-agency Channel panel to gather information from partners and meet to consider the referral, agree level of vulnerability and what kind of support may be needed. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#)

To make a referral, complete the referral form (available via the KBSP website and Trading with Schools) and send it to the Police Prevent Team at: PreventSW@avonandsomerset.police.uk
For advice and guidance in making a referral or about a student causing concern: Tel. 01278 647466.

Forced Marriage

In England forced marriage is illegal. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

Under-age Marriage

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Genital mutilation/female circumcision

This is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. 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 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 may indicate that a girl may likely be subjected to FGM or that she may have suffered FGM. These are detailed in the Multi-agency statutory guidance on female genital mutilation issued by the home office: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

It is important to recognise that FGM is a form of child abuse and is significantly harmful. The school needs to follow the Local Safeguarding Children Board's policies and practices as assessing potential cases will require a robust multi-agency approach. Details of this can be found on the [BSCB FGM Safeguarding Guidance 2017-2020](#). Mandatory professionals have a **mandatory reporting duty** to report known cases of FGM; teachers are regulated professionals and must report known incidents to the police via 101. This cannot be delegated to the DSL.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Honour Based Abuse

Honour based abuse is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as

- self-harm,
- absence from school and truancy,
- infections resulting from female genital mutilation, isolation from peers,
- being monitored by family,
- not participating in school activities and
- unreasonable restrictions at home.

Where it is suspected that a child/young person is at risk from Honour Based abuse Shirehampton Primary School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where Shirehampton Primary School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency including share intelligence about a vulnerable or exploited person to the police

<https://www.avonandsomerset.police.uk/forms/vul>

Domestic Abuse

The Government defines domestic abuse as "any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional." Harm can include ill treatment that isn't physical, including where they see, hear, or experience its effects - for example, the impact of all forms of domestic abuse on children. 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. Staff understand exposure to domestic abuse and/or violence 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. Children can be victims, and perpetrators, in their own relationships too. Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. The DSLs understand their responsibilities with regard to making referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At Shirehampton Primary School we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Sexually Active under Eighteen years old

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Shirehampton Primary School we will support young people through signposting to [Somerset and Avon Rape and Sexual Assault Support \(SARSAS\)](#).

Gangs and youth violence

Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, 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, change of friendship group, unexplained injuries, self-harm, unexplained gifts or possessions. Staff should also be aware of relevant guidance:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Fabricated or induced illness

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.

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 childcare arrangements 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

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

National Information Centre on Children of Offenders NICCO (see KCSIE 2019) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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 Missing Education

“Basic to safeguarding children is to ensure their attendance at school.” (OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Shirehampton Primary School we will encourage the full attendance of all of our children at school and **all absences are followed up promptly**. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place. The school must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

<https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme>

The school should follow the guidance detailed in Children Missing Education (2016) and Bristol City Council Education Welfare Service – Children Missing Education available at:

<https://www.bristol.gov.uk/documents/20182/34960/CME+Guidance+for+schools/2dc4792d-7d3f-8b57-5aa8-3b305fda4cb8>

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The school's response to unexplainable and/or persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

Elective Home Education (EHE)

If the school is informed a parent is considering EHE we will fully apprise them of the expectations and implications of home educating including that elective home education can mean that some children are not in receipt of suitable education. We will provide them with the contact details of EHE Officers telephone: 0117 3521438 and email: ehe@bristol.gov.uk to seek guidance and advice before formally requesting the school removes their child from the school's roll. It is also advised that prospective home educators are provided with this guidance and website link: <https://www.bristol.gov.uk/schools-learning-early-years/elective-home-education>

When the school receives written notification from a parent of their intention to EHE, we will:

- Formally acknowledge the parents' letter in writing
- Delete the child's name from the school's roll
- Immediately inform Bristol LA (EHE team) of the removal of the child's name from their roll and reason for removal using the 'Exit from School' form. In order to comply with Child Missing in Education Guidance, schools should also complete the online Grounds for Deletion Notification Form.

Safeguarding Children with SEND needs

SEND children have exactly the same human rights to be safe from abuse and neglect, including exploitation, to be protected from harm as non-disabled children.

SEND children do however require additional action. This is because they can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so). Shirehampton Primary School will ensure that our SEND children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At Shirehampton Primary School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training and that all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Shirehampton Primary School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Child Exploitation, including E-Safety and Child Criminal Exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. 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 it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Some of the following can be indicators of CCE: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; children who suffer from changes in emotional well-being; children who misuse drugs and alcohol; children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education.

The above CCE indicators can also be indicators of CSE, as can: children who have older boyfriends or girlfriends; and children who suffer from sexually transmitted infections or become pregnant. The Department of Education provide advice: [Child sexual exploitation: guide for practitioners](#).

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people Shirehampton Primary School will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

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

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical, extremist views, **misinformation, disinformation (including fake news) and conspiracy theories;**
- **contact:** being subjected to harmful online interaction with other users; for example, 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; for example, making, sending and receiving explicit images, or online bullying. (KCSIE 2019).

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 keeping their children 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.
- **Reference to government guidance** [Teaching online safety in school](#)

As part of our duty of care, the school uses the [monitoring and filtering standards \(March 2023\)](#) to review effectiveness, identifying further actions needed to meet the standard. The DSLs, including DDSLs, Computing Lead and school IT providers (Smooth IT) refer to the [additional guidance on filtering and monitoring \(UK Safer Internet Centre\)](#) when needed.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of your setting.

The DSLs and DDSLs will take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems.

The IT service provider will have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems.

Artificial intelligence (AI)

- Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.
- Shirehampton Primary School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- Shirehampton Primary School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying and our behaviour policy.
- Staff are aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of **county lines** criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Consideration should be given to the trafficking element of this area of safeguarding and if appropriate a referral is made to the National Referral Mechanism. Staff should be aware of the following guidance:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

The DSLs are aware of their responsibilities to share intelligence about a vulnerable or exploited person to the police <https://www.avonandsomerset.police.uk/forms/vul>

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, including exploitation, or other potentially traumatic adverse childhood experiences, 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 safeguarding policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

Useful Contacts:

Keeping Bristol Safe Partnership	https://bristolsafeguarding.org/
South West Child Protection Procedures	https://www.proceduresonline.com/swcpp/
BECTA	www.becta.org.uk
Child Exploitation and Online Protection Agency	https://www.ceop.police.uk/ceop-reporting/
	www.thinkuknow.co.uk
CAPE (Child Protection in Education)	www.cape.org.uk

Keeping Children Safe:

Internet Safety	www.ceop.gov.uk
Cyberbullying	www.digizen.org
KS2/3	www.misDSLrothy.com
Bullying & child abuse	www.anti-bullyingalliance.org
	www.kidscape.org.uk
	www.childline.org.uk
	www.nspcc.org.uk
Domestic Violence	www.thehideout.co.uk
Internet Safety	www.ceop.org.uk/thinkuknow
	www.childnet-int.org
KS2/3	www.kidsmart.org.uk
Jenny's story	www.childnet-int.org/jenny
Honour based violence	https://karmanirvana.org.uk/
	Helpline: 0800 5999 247 (Mon-Fri 9am-5pm)
Filtering and monitoring	
Department for Education	
Keeping Children Safe In Education (DfE)	
	Keeping children safe in education - GOV.UK (www.gov.uk)
Meeting digital and technology standards in schools and colleges (DfE)	
	Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
Broadband internet standards for schools and colleges (DfE)	
	Meeting digital and technology standards in schools and colleges - Broadband internet standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

Cyber security standards for schools and colleges (DfE)

[Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

Data protection policies and procedures (DfE)

[Data protection in schools - Data protection policies and procedures - Guidance - GOV.UK \(www.gov.uk\)](#)

Home Office

The Prevent duty: safeguarding learners vulnerable to radicalisation (Home Office)

[The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK \(www.gov.uk\)](#)

Information Commissioner's Office

Data Protection Impact Assessment (DPIA) (ICO)

[Data protection impact assessments | ICO](#)

London Grid for Learning (LGfL)

Online Safety Audit (LGfL)

[Broadband and Beyond - Online Safety Audit \(lgfl.net\)](#)

South West Grid for Learning (SWGfL)

Online Safety Review (360Safe) (SWGfL)

[Online Safety Self-Review Tool for Schools | 360safe](#)

National Cyber Security Centre

Cyber security training for school staff

[Cyber security training for school staff - NCSC.GOV.UK](#)

UK Safer Internet Centre

2023 Appropriate filtering and monitoring definitions published (UK Safer Internet Centre)

[2023 Appropriate filtering and monitoring definitions published - UK Safer Internet Centre](#)

Test Your Internet Filter (UKSIC / SWGfL)

[Test Your Internet Filter | SWGfL Test Filtering](#)

Filtering provider responses - self-certified by service providers (UKSIC)

[Filtering Provider Responses - UK Safer Internet Centre](#)

A Guide for education settings and filtering providers (UKCIS)

[Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

Establishing appropriate levels of filtering (UKSIC)

[Appropriate Filtering - UK Safer Internet Centre](#)

Online safety in schools and colleges: questions from the governing board (UKCIS)

[Online safety in schools and colleges: questions from the governing board - GOV.UK \(www.gov.uk\)](#)

Digital Resilience

HeadStart Online Digital Resilience Tool (HeadStart Kernow)

[Digital Resilience : Headstart Kernow](#)

Raising Concerns with Outside Agencies with Regard to Children's Welfare

School Staff:

Laurie Munro: headshirehamptonp@bristol-schools.uk

- ✓ Head Teacher
- ✓ Point of contact for First Response, Families in Focus, Social Care, CJSM alert system
- ✓ Refers families to First Response / Families in Focus in line with thresholds
- ✓ Shares school concerns regarding child welfare with parents
- ✓ Seeks advice from / shares information with First Response and/or Families in Focus for clarification if family close to threshold
- ✓ Attends and organises CiN, CP, MARAC and multi-agency professional meetings
- ✓ Initiates involvement of members of the school PST to provide a package of support
- ✓ Employs the escalation policy if needed

Paul Maddaford: paul.maddaford@bristol-schools.uk

- ✓ Learning Mentor and Designated Safeguarding Lead
- ✓ Alternative first point of contact for First Response, Families in Focus, Social Care
- ✓ Refers families to First Response / Early Help in line with thresholds
- ✓ Shares school concerns regarding child welfare with parents
- ✓ Seeks advice from / shares information with First Response and/or Families in Focus for clarification if family close to threshold
- ✓ Attends CiN, CP, MARAC and multi-agency professional meetings
- ✓ Organises and leads PSP meetings for identified families

Richard Lohan and Amy McNamee: richard.lohan@bristol-schools.uk and sencoshirehamptonp@bristol-schools.uk

- ✓ Deputy Head Teachers and Designated Safeguarding Leads
- ✓ Alternative point of contact for First Response, Families in Focus, Social Care
- ✓ Refers families to First Response / Families in Focus in line with thresholds
- ✓ Shares school concerns regarding child welfare with parents
- ✓ Seeks advice from / shares information with First Response and/or Families in Focus for clarification if family close to threshold
- ✓ Attends CiN, CP, MARAC and multi-agency professional meetings
- ✓ Employs the escalation policy if needed

Sarah Wagland: sarah.wagland@bristol-schools.uk

- ✓ Learning Mentor and Deputy Designated Safeguarding Lead
- ✓ Second point of contact for First Response, Families in Focus, Social Care
- ✓ Refers families to First Response / Early Help in line with thresholds
- ✓ Shares school concerns regarding child welfare with parents
- ✓ Seeks advice from / shares information with First Response and/or Families in Focus for clarification if family close to threshold
- ✓ Attends CiN, CP, MARAC and multi-agency professional meetings
- ✓ Organises and leads PSP meetings for identified families

School Intervention:

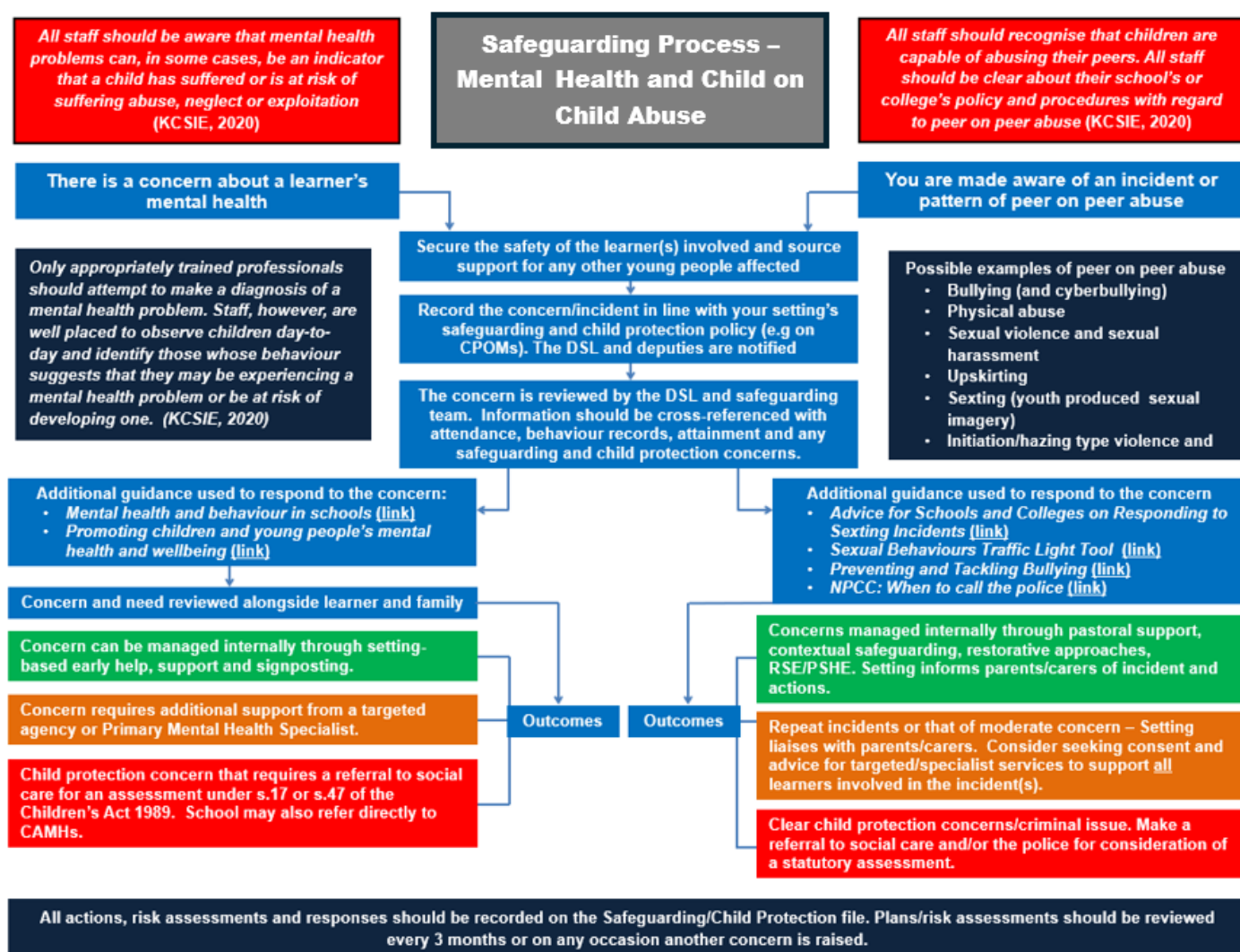
- ✓ The Learning Mentor will work predominately with pupils and be a liaison point with families where concerns can be identified / shared. Work may then be undertaken directly with Paul or they may enlist support from other members of the team and / or signpost to services available.
- ✓ The Family Link Worker will predominately work with family units, with a particular emphasis on supporting parents / carers. Work will be directly undertaken by Jan Filer and / or external agencies involved to put together a package of appropriate support – for example Shelter, BDP, HAWKS.

The TAF (Team Around the Family) process will be initiated by any of the DSLs; this may be a joint decision, after discussion, or request from the DSL's, Head Teacher or external agencies, when it is agreed the needs of a family are beyond those school can offer or the nature of the need is complex, involving several housing / community needs.

A referral to First Response will be made if the needs remain and do not improve and / or deteriorate and they particularly pertain to safeguarding. In order to fully safeguard all pupils school will work closely with external agencies to ensure that the correct level of need has been identified (The Triangle of Need) and the best possible plan is developed.

School will always endeavour to involve outside agencies at the earliest opportunity.

Appendix A:



Appendix B:

Anyone can make a referral. Where referrals are not made by the DSL (this should only be in exceptional circumstances), they should be informed, as soon as possible, that a referral has been made.

Education Safeguarding Contacts Bristol 2024-25

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

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

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

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

<u>Safeguarding in Education Team</u> T: 0117 9222532 E: Safeguardingineducationteam@bristol.gov.uk		
South Advisor Helen Macdonald helen.macdonald@bristol.gov.uk 0117 9222533	East Central Advisor Jess Curtis jessica.curtis@bristol.gov.uk 0117 9222710	North Advisor Lis Clark Elisabeth.clark@bristol.gov.uk 0117 9222534

Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul	
Safer Options Team - Education inclusion managers		
South Ingrid.Hooper@bristol.gov.uk	East Central Calum.Paton@bristol.gov.uk	North Ross.Moody@bristol.gov.uk
Report a Child Missing from Education	Bristol City Council – Education Welfare https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme	
Children affected by Forced Marriage	Forced Marriage Unit T: (0) 20 7008 0151 E: fmu@fco.gov.uk	
Online Safety Advice	Professional Online Safeguarding Helpline T: 0344 381 4772 E: helpline@saferinternet.org.uk	
Reporting online abuse and grooming	Child Exploitation and Online Protection command https://www.ceop.police.uk/ceop-reporting/	
FGM advice	NSPCC FGM Helpline T: 0800 028 3550 E: fgmhelp@nspcc.org.uk	
Domestic Abuse support (Bristol)	Directorate of local and national services https://www.bristol.gov.uk/crime-emergencies/abuse-violence	
Young Carers – advice and support.	Carers Support Centre T: 0117 958 9980 W: https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/	
Whistleblowing professional policy	NSPCC Whistleblowing hotline T: 0800 028 0285 E: help@nspcc.org.uk	
Child and Adolescent Mental health (CAMHS)		
Primary Mental Health Specialists (advice) Child and Adolescent Mental Health		
South 0117 3408121	East Central 0117 3408600	North 0117 3546800
Advice around harmful sexualised behaviour.	Be Safe 0117 3408700 W: https://www.awp.nhs.uk/camhs/camhs-services/HSB-services/be-safe	
	Brook Traffic Light Tool CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course	



Appendix C:

RESPONDING TO SEXUAL VIOLENCE AND HARASSMENT – a reference tool for schools

When responding to all reports and concerns of child on child sexual violence and sexual harassment Academies will have regard to the guidance in Keeping Children Safe 2022 Part 5 and also DfE departmental advice to schools [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#).

All school staff will be expected to read Part one of KCSiE 2025 and annex B so they understand what this type of abuse is and what to do to report any concerns.

All safeguarding team members and leadership team members will read KCSiE 2025 Part 5 and the departmental advice to schools so they are fully aware of expectations on response to concerns raised or allegations made.

Reporting;

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

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

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

Responding to Reports;

We are aware that this could be a complex and sensitive process, our safeguarding team will ensure guidance is followed and all children involved in any allegations are appropriately supported.

The Brook Sexual Behaviours Traffic Light Assessment Tool should be utilised, by the DSLs, who are trained to use this tool, to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from Be Safe.

Where reports involve abuse of an online nature, we will ensure staff are aware of how to keep themselves safe and not forward or view illegal images of children – guidance will be followed as given in [UKCIS sharing nudes and semi-nudes advice for education settings working with children and young people](#) and

[Searching, screening and confiscation at school](#) this guidance will provide more advise on what to do if viewing of images is unavoidable.

Assessing Risk

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

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

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

Working with Multi Agencies

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

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

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

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

Support for Victim and Perpetrator

The Academy will follow the Trust Belonging, Behaviour Regulation and Engagement Policy when considering actions that need to be taken, and any sanctions that need to be put in place.

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

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