



**Compass Point Primary School
Excalibur Academies Trust
Child Protection and Safeguarding
Policy**

Date of approval	14 July 2023
Effective from	1 September 2023
Approved by	Board of Directors
Review date	July 2024 – earlier if instructed

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2023	Catriona Mangham	September 2024

Adoption by academy

Role	Name	Signature	Date
Chair of Local Governing Board	Sue Hurcombe and Marcia Dawkins		
Head teacher	Linda Brown	LJBrown	30.8.23

Key Safeguarding Personnel at the Academy

Role	Name	Tel	Email
Head teacher	Linda Brown	0117 3772340	safeguarding@compasspoint.bristol.sch.uk
Designated Safeguarding Lead (DSL)	Linda Brown	0117 3772340	
Deputy Designated Safeguarding Lead/s (DDSLs)	Mike Howshall	0117 3772340	safeguarding@compasspoint.bristol.sch.uk
Nominated Governor	Marcia Dawkins		
Chair of governors	Sue Hurcombe and Marcia Dawkins		
Designated teacher for Looked After Children	Linda Brown	0117 3772340	
Mental Health Lead	Mike Howshall	0117 3772340	
Excalibur Board member responsible for safeguarding	Jeanette Longhurst		jeanette.longhurst@excalibur.org.uk
Central team member responsible for safeguarding	Felicity Hawkins		Felicity.Hawkins@excalibur.org.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2023)

ESSENTIAL CONTACT DETAILS

<p>Children's Social Care referrals</p> <p>To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call children's social care.</p> <p>FIRST RESPONSE - 0117 9036444</p> <p>To make a NON-URGENT referral, contact FIRST RESPONSE using the online form</p> <p>FIRST RESPONSE Online form</p> <p>https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response</p>
<p>Out of Hours Referrals</p> <p>EMERGENCY DUTY TEAM - 01454 615 165</p>
<p>If you believe a child is <u>at immediate risk</u> of significant harm or injury, call the police 999</p>
<p>Local Authority Designated Officer - (LADO)</p> <p>T: 0117 9037795</p>
<p>All other contacts can be found in Appendix B</p>

Contents

PART 1: Policy	4
1.1 Definitions	4
1.2. Introduction	4
1.3 Overall Aims	6
1.4 Professional expectations, roles, and responsibilities	6
1.5 Safeguarding training for staff	9
1.6 Safeguarding in the curriculum	10
1.8 Whistleblowing	10
1.9 Safer recruitment and safer working practice	10
PART 2: Procedures	11
2.1 Reporting concerns	11
2.2 Information Sharing	11
2.3 Multi-agency working	12
2.4 Suspensions, permanent exclusions, and commissioning of Alternative Provisions	12
2.6 Children Missing from Education	13
2.7 Respond to incidents of child-on-child harm.	14
2.8 Responding to allegations of abuse made against professionals.	15
2.9 Mental health and wellbeing.	15
2.10 Online Safety	16
Appendix A – Key Guidance for safeguarding issues.	18
Appendix B – Reporting concerns	18

PART 1: Policy

1.1 Definitions

Safeguarding is defined as:

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

Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

This policy applies to all staff in our academy.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the academy, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time unpaid in the academy (except for approved expenses).
- **Headteacher** refers to the lead practitioner in the school, whatever their title. It includes anyone deputising for the Headteacher in their absence.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our academy roll and any child under the age of 18 who comes into contact with our academy. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at academy or outside of academy hours are within the scope of this policy.

1.2. Introduction

At Excalibur Academies Trust and its schools, safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the **best interests** of the child.

We take an '**it can happen here**' approach where safeguarding is concerned.

Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action. Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Excalibur Academies Trust and its schools are committed to safeguarding and promoting the welfare of children by:

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

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND) and those with medical conditions, in line with our Special Educational Needs and Disability Policy, Children with Medical Health Needs Who Cannot attend School Policy and Supporting Children with Medical Conditions

We adhere to the principle of anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

Current legislation and National / Local Guidance

All action taken by Excalibur Academies Trust and its schools will be in accordance with the following current legislation and statutory national, and local guidance:

Working Together to Safeguard Children (2018), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

Keeping Children Safe in Education (2023) is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

Early Years Foundation Stage statutory framework (2021) is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.

Local Guidance from the Local Safeguarding Partnership: around particular safeguarding topics are available on the [local website](#).

This policy has been written to reflect the school's compliance with the above documents. It does not seek to replicate the details contained within these documents. Staff should reference these when carrying out their duties.

All staff, including volunteers, are expected to refer to them, as needed.

This policy does not seek to detail procedures that staff should follow, except where these are required in the policy by *Keeping Children Safe in Education (KCSiE) 2023*. For Excalibur procedures, linked to safeguarding please refer to Excalibur Academies Trust's Safeguarding Handbook which accompanies this policy.

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

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff
- Relationships and Behaviour
- E-Safety Policy
- Attendance Policy
- Health and Safety Policy
- Equality Policy
- Use of Reasonable Force Policy and Practice
- Health and Mental Wellbeing Guidance
- Supervision Policy
- Children with Medical Health Needs Who Cannot attend School Policy
- Supporting Children with Medical Conditions Policy.

Head teachers (and the CEO in relation to Central Trust members) must ensure that all policies and procedures are accessible, understood and followed by all staff.

1.3 Overall Aims

This policy will contribute to the safeguarding of children at **Compass Point Primary School** by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.

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

1.4 Professional expectations, roles, and responsibilities

Role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding lead(s)

The Designated Safeguarding Lead and the Deputy Safeguarding Lead(s) are appointed in line with the requirements of *KCSiE (2023)*.

The DSL and DDSL have responsibility for leading safeguarding and child protection within school, ensuring the school adheres to all the expectations and requirements detailed in *KCSiE (2023) Annex C*.

In Excalibur, all DSLs have the right to supervision. This supervision is provided by other trained DSLs or the Head of Safeguarding and is structured with choice to uptake when needed. All supervision follows the Excalibur Academies Trust Supervision Policy.

All staff (including volunteers) will:

- Those working directly with children will read and understand Part 1 of *Keeping Children Safe in Education (2023)*. Those who do not work directly with children will read Annex A.
- Comply with the policies and procedures of the school, including those related to safeguarding.
- Read and sign the Code of Conduct, annually.
- Know how to contact the DSL and any deputies, the Chair of Governors and the Governor responsible for safeguarding.
- Be clear as to the setting's policy and procedures about child on child abuse, children missing education and those requiring mental health support, and the impact of technology in relation to online safety.

In addition to the above:

The DSL and DDSL will:

- Be familiar with and follow the duties of the role as described in *KCSiE, 2023*,
- Will read through the Safeguarding Handbook and ensure it is available online to all staff.

- Follow the diary of actions in the handbook and complete all tasks laid out within it.
- Attend the first Academy Committee meeting each year to contextualise the setting's child protection and safeguarding practices and report on the training situation, including the effectiveness of the training
- Inform the Head of Safeguarding of any strategic issues relating to safeguarding, including any change to the Academy Committee Safeguarding Lead.

Designated Looked after Children Lead, the SENDCo and the Mental Health Lead will:

- Read and understand *Keeping Children Safe in Education (2023)*, in full.

The Head teacher will:

- Read and understand *Keeping Children Safe in Education (2023)*, in full, and all associated policies.
- Act as DSL or appoint a DSL and DDSL(s).
- Meet regularly with the DSL and DDSL(s) to ensure they are able to fulfil their roles and quality assure the work they are doing,
- Ensure all staff and volunteers receive appropriate, regularly updated safeguarding and child protection training.
- Ensure all staff understand and comply with all school policies and Part One of *KCSiE, 2023*
- Provide all staff with regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) or delegate this to the DSL
- Ensure that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Follow recruitment procedures in line with *KCSiE, 2023*.
- Follow the correct procedures regarding allegations made against members of staff additionally informing the Head of HR.
- Act as the "case manager" in the event of any allegation of abuse made against another member of staff in agreement with the Head of HR.
- Report any concerns about the work of Trust employees (who are not part of the school staff) to the CEO and the Excalibur Board Safeguarding Lead.
- Ensure that the use of volunteers, visitors, agencies / third parties, trainee teachers / students and contractors in school, complies with *KCSiE, 2023*.
- Give staff the opportunity to contribute to policy and procedure arrangements and shape safeguarding arrangements and the Safeguarding and Child Protection Policy
- Ensure section 128 checks have been carried out on their governors.
- Complete monitoring pro-forma by the Trust and return within time allocated.
- Follow local arrangements regarding safeguarding partners and child death review partner arrangements.
- Ensure the relevant staffing ratios are met, where applicable
- Make sure each child in the Early Years Foundation Stage is assigned a key person and that takes place in line with the Supervision Policy.

The Senior Leadership will:

- Read and understand *Keeping Children Safe in Education (2023)*, in full, and all associated policies.
- Familiarise themselves with their role within the local safeguarding arrangements, ensuring that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions carry out their duties with a safeguarding consideration.

The Academy Committee will:

- Read and understand Annex A of *Keeping Children Safe in Education (2023)*
- Monitor pupil attendance, behaviour, mental health and wellbeing.
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay.
- The appointed Safeguarding Governor will liaise with the Head teacher and the DSL to produce, carry out and submit the LA safeguarding audit and the Excalibur Safeguarding audit which needs to be sent to the Head of Safeguarding.

The Excalibur Central Team will:

- Read and understand section 1 of *Keeping Children Safe in Education (2023)*, and Annex A.
- Liaise with the Head of Safeguarding if they become aware of any concerns that are not being appropriately addressed or resolved in school.

The Trust Head of Safeguarding will:

- Support Head teachers and Academy Committees in implementing and monitoring this policy and ensure that each academy has read and understand *Keeping Children Safe in Education (2023)*, in full.
- Support the Trust in providing model policies related to safeguarding and child protection.
- Provide support and advice for schools via the DSLs and Head teachers.
- Monitor the work of the school, including the Academy Committee and the Central Team, to ensure the school and the Trust are following this policy and have all the necessary policies, procedures and practices in place. In relation to safeguarding and child protection, attendance, behaviour and mental health and wellbeing.
- Liaise with the Board's safeguarding lead and the CEO in order to help them fulfil their duties.

Excalibur Academies Trust Board

The Board of Trustees will:

- Take overall strategic responsibility for the safeguarding practices across the Trust, holding the CEO to account.
- Read and understand section 1 of *KCSiE 2023*, and Appendix A, and follow their duties as 'the proprietor'.
- Have a strategic overview of safeguarding and child protection issues across the Trust.
- Approve this policy at each review (or earlier if there are updates) and ensure it complies with the law.
- Hold the CEO to account for the implementation of the Child Protection and Safeguarding Policy and associated procedures.

1.5 Safeguarding training for staff

Training around safeguarding topics in (including online safety) will be integrated, aligned, and considered as part of a whole school safeguarding approach. Details of training required is in the Safeguarding Handbook.

All staff:

- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via formal training, email e-bulletins and staff meetings). Staff training includes clear reference to the Whistleblowing Policy and guidance for escalating concerns.
- Must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- Must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- As appropriate, will receive training in relation to use of reasonable force and positive handling, ideally anticipating in advance when this training might be needed in light of the local situation.

Early Years' Staff Supervision :

We comply with the Statutory Framework for Early Years Foundation Stage, 2011: 'Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families.' (Statutory framework for the early years foundation stage (DFE, 2017). See Excalibur Supervision Policy.

Designated Safeguarding Lead and Deputies:

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

Staff with other Responsibilities

- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The Mental Health Lead will have access to appropriate training.

Recruitment Training:

- The Board will ensure that at least one person on any recruitment panel of a Head teacher or Head of School will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- The Head teacher will ensure that at least one person on any appointment panel within school will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- All new staff are on-boarded and receive induction in line with KCSiE part 1.

1.6 Safeguarding in the curriculum

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

We follow the curriculum requirements as set out in *KCSiE 2023*.

The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).

Compass Point Primary School will provide engagement opportunities with parents and carers to consult on key aspects of the curriculum, according to the local situation / need.

1.8 Whistleblowing

The Trust has a Whistleblowing policy ([here](#)) detailed within its Employment Manual, available to all Trust employees and volunteers.

1.9 Safer recruitment and safer working practice

Compass Point Primary School pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2023; Part 3)

Other related Excalibur policies:

- Low level concerns
- Use of Reasonable Force

PART 2: Procedures

All procedures can be found in detail in the Safeguarding Handbook. This is available to all staff on the school's network - t drive - safeguarding

2.1 Reporting concerns

All staff are clear about recording and reporting concerns in a timely way. In the case a learner is in immediate danger, staff should phone the police.

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

At **Compass Point Primary School** learners can raise their concerns by talking to a trusted member of staff or using the worry box in their classroom. All concerns will be treated seriously.

2.2 Information Sharing

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

Staff at the setting are aware that:

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

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

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

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

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

2.3 Multi-agency working

Compass Point Primary School is a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children 2018](#).

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

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

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

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

Compass Point Primary School will cooperate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

2.4.1 Additional considerations:

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

2.4 Suspensions, permanent exclusions, and commissioning of Alternative Provision

(To be read in conjunction with the Relationships and Behaviour Policy)

When the setting is considering suspending or permanently excluding a learner, where additional vulnerability is identified, it is important that the learner's welfare is a paramount consideration. The Head teacher will consider their legal duty of care when sending a learner home.

Compass Point Primary School will exercise their legal duties in relation to their interventions. This includes:

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

2.5.1 - Actions to take

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm.
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multi agency risk-assessment meeting prior to making the decision to exclude.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the governing body.

2.5.2 - Commissioning Alternative Provisions

In the event where **Compass Point Primary School** commissions an Alternative Provision they will follow local guidance to ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for learners who are not taught on site.

Compass Point Primary School will continue to be responsible for the safeguarding of that learner and will make necessary checks on the provider to meet the needs of the learner. Written confirmation from the Alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

2.6 Children Missing from Education/Absent from Education

(To be read in conjunction with the Attendance Policy)

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. It is important the school or college's response to 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. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed.

Compass Point Primary School will follow the guidance detailed in [Children Missing Education \(2016\)](#) This will include notifying the local authority in which the child lives:

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

2.6.1 - Elective Home Education

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

2.7 Respond to incidents of child-on-child harm.

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

Further examples of child-on-child harm can be found in the Safeguarding Handbook. It is recognised that child-on-child abuse can happen inside and outside of school/college or online.

At **Compass Point Primary School**

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

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

- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.

- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

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

Reference to Keeping Children Safe In Education (2023, Part 5) should be made in relation to taking protective action. Schools should also refer to the sexual harassment section of the Safeguarding handbook for policy and practice. **Compass Point Primary School** will take the follow this guidance when responding to incidents of sexual violence and sexual harassment:

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

Compass Point Primary School will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood. Following any incidents of child-on-child harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This needs to be noted in a risk assessment after the incident including what action was decided upon as well as the date, time and location of the incident. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

2.8 Responding to allegations of abuse made against professionals.

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

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

Immediate action must be taken: see Safeguarding Handbook

2.8.2 – Low-level concerns

This should be read in conjunction with the staff Code of Conduct, Keeping children Safe in Education and Excalibur's Low Level Concerns Policy. A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section. All low-level concerns should be reported to the Head teacher or if about the Head teacher or they are not available to the Chair of Governors.

2.9 Mental health and wellbeing.

Schools have an important role to play in supporting the mental health and wellbeing of their learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require early help support. All schools will follow the Excalibur Health and Wellbeing of Students guidance and practice.

Compass Point Primary School will commit to undertake the following.

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of learners. This colleague will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that learners can report and share concerns in line with section [2.1 Reporting a concern](#) of this policy.
- Staff will follow a safeguarding process in terms of reporting concerns outlined to the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo). They will then assess whether there are any other vulnerabilities identified and consider proportionate support.
- Staff will ensure the immediate health and safety of any learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section [2.3 - Multi-Agency Working](#).
- The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality [Primary Mental Health Specialists](#)

2.9.1 - Contextual safeguarding approach to mental health

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

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

- deliver high quality teaching around mental health and wellbeing on the curriculum.
- having a culture that promotes mental health and wellbeing;
- having an environment that promotes mental health and wellbeing;

- making sure pupils and staff are aware of and able to access a range of mental health services;
- supporting staff wellbeing
- And being committed to pupil and parent participation

2.10 Online Safety

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

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

- Ensuring that online safety is present in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding is on the curriculum for learners.
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section [2.7 Responding to incidents of child on child harm](#) and read in conjunction with **Compass Point Primary School's** policy on the use of technology.
- Provision of education via remote learning will comply with governmental advice [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#)
- Ensuring **Compass Point Primary School** has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The setting will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- The effectiveness of the setting's ability to safeguard learners in respect of filtering and monitoring, information security and access management alongside the above will be reviewed annually.

2.10 Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence and the regulations around this. See Safeguarding Handbook.

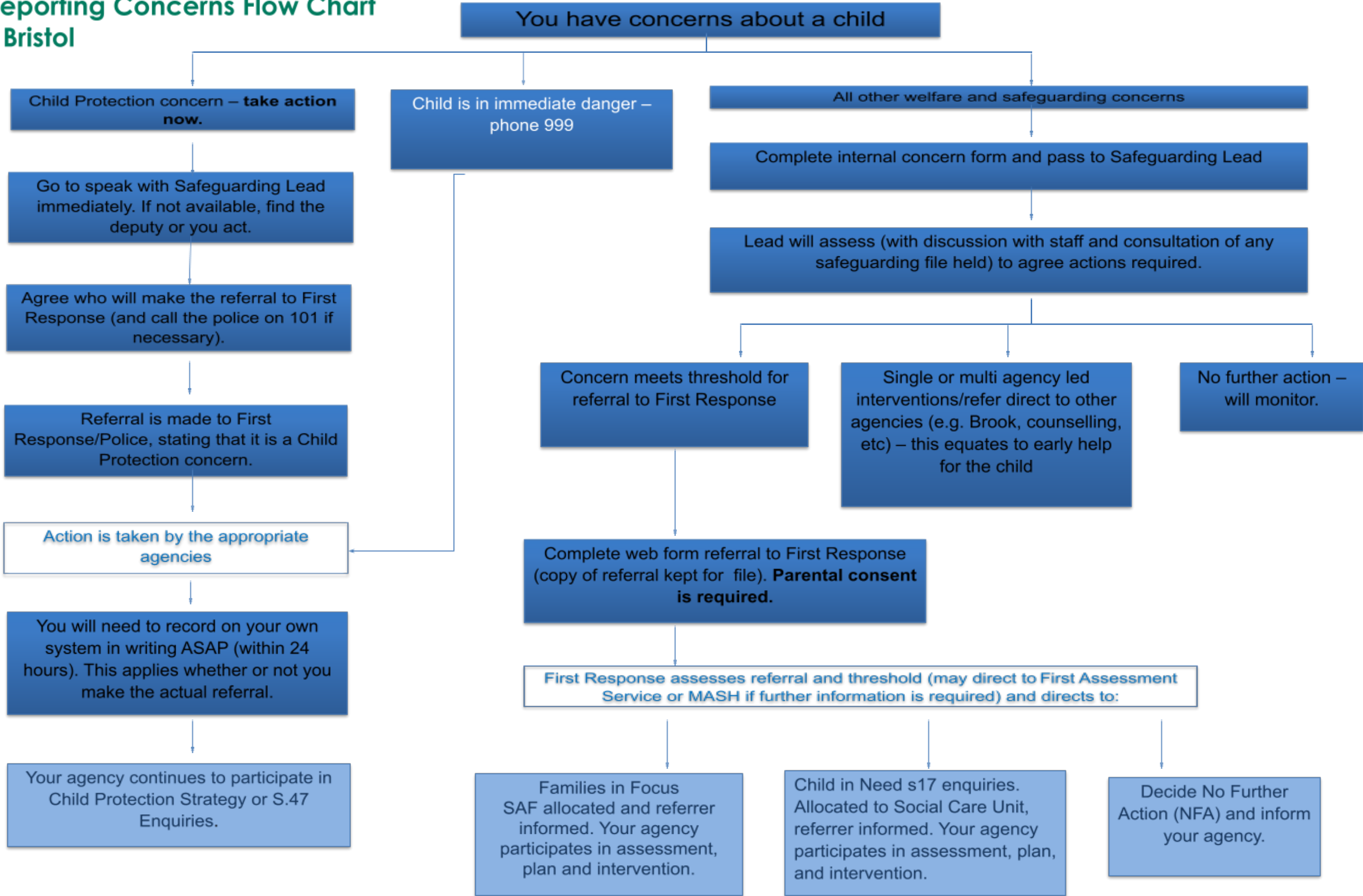
Appendix A – Key Guidance for safeguarding issues.

- Excalibur Academies Trust Safeguarding Handbook
- All key education sector policies relevant for education settings can be found on the following webpage <https://www.bristolsafeguardingineducation.org/guidance/>
- **Multi-agency** guidance and policies from the Local Safeguarding Partnership for Bristol - <https://bristolsafeguarding.org/policies-and-guidance/>
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

Appendix B – Reporting concerns

- Reporting concerns flowchart (see below)

Reporting Concerns Flow Chart - Bristol



No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessments and plans. Chase referrals if not kept informed – this is our responsibility.

Safeguarding Response to Mental Health and Child on Child harm

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation (KCSIE, 2022)

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their settings's policy and procedures with regard to child-on-child abuse (KCSIE, 2022)

There is a concern about a learner's mental health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. (KCSIE, 2022)

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

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

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

Possible examples of child-on-child harm

- Bullying (and cyberbullying)
- Physical abuse
- Sexual violence and sexual harassment
- Upskirting
- Nudes (sexting, youth produced sexual imagery)
- Initiation/hazing type violence and

Additional guidance used to respond to the concern:

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

Additional guidance used to respond to the concern

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

Concern and need reviewed alongside learner and family

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

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

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

Outcomes

Outcomes

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

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

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

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

Multi-Agency Contacts for Safeguarding in Education.

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

If a child is at immediate risk call the POLICE	POLICE 999	
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call children's social care.	FIRST RESPONSE - 0117 9036444	
Out of Hours 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	Local Authority Designated Officer - (LADO) T: 0117 9037795 KBSP LADO notification form
--	--

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

<u>Safeguarding in Education Team</u> T: 0117 9222710 E: Safeguardingineducationteam@bristol.gov.uk		
South Advisor Elisabeth Clark Elisabeth.clark@bristol.gov.uk 07824503572	East Central Advisor Jess Curtis jessica.curtis@bristol.gov.uk 07788363338	North Advisor Sarah Wooding sarah.wooding@bristol.gov.uk 07785475173
Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul	
Safer Options Team - Education inclusion managers		
South Ingrid.Hooper@bristol.gov.uk	East Central Calum.Paton@bristol.gov.uk	North Ross.Moody@bristol.gov.uk
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: fm@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	
	<u>Child and Adolescent Mental health (CAMHS)</u>		
	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	



Other Local Authorities Contacts

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
<p style="text-align: center;">South Gloucestershire</p>	<p>Access and Responses Team</p> <ul style="list-style-type: none"> ● 01454 866000 - Monday to Thursday 9.00 – 5.00, 4.30 on Friday ● accessandresponse@southglos.gov.uk <p>Website: Access and Response Teams (ART) South Gloucestershire Council (southglos.gov.uk)</p>	<p style="text-align: center;">Emergency Duty Team</p>
<p style="text-align: center;">North Somerset</p>	<p>Single Point of Access</p> <ul style="list-style-type: none"> ● 01275 888 808 –Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm <p>Website: Children, young people and families North Somerset Council (n-somerset.gov.uk)</p>	<p style="text-align: center;">01454 615165</p>
<p style="text-align: center;">Bath and North East Somerset (BANES)</p>	<p>Children’s Social Work Services</p> <ul style="list-style-type: none"> ● 01225 396312 or 01225 396313 weekdays, 8.30am to 5pm, except Fridays when we're closed from 4.30pm ● ChildCare_Duty@bathnes.gov.uk <p>Website: Report a concern about a child Bath and North East Somerset Council (bathnes.gov.uk)</p>	