

BATH & WELLS  
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

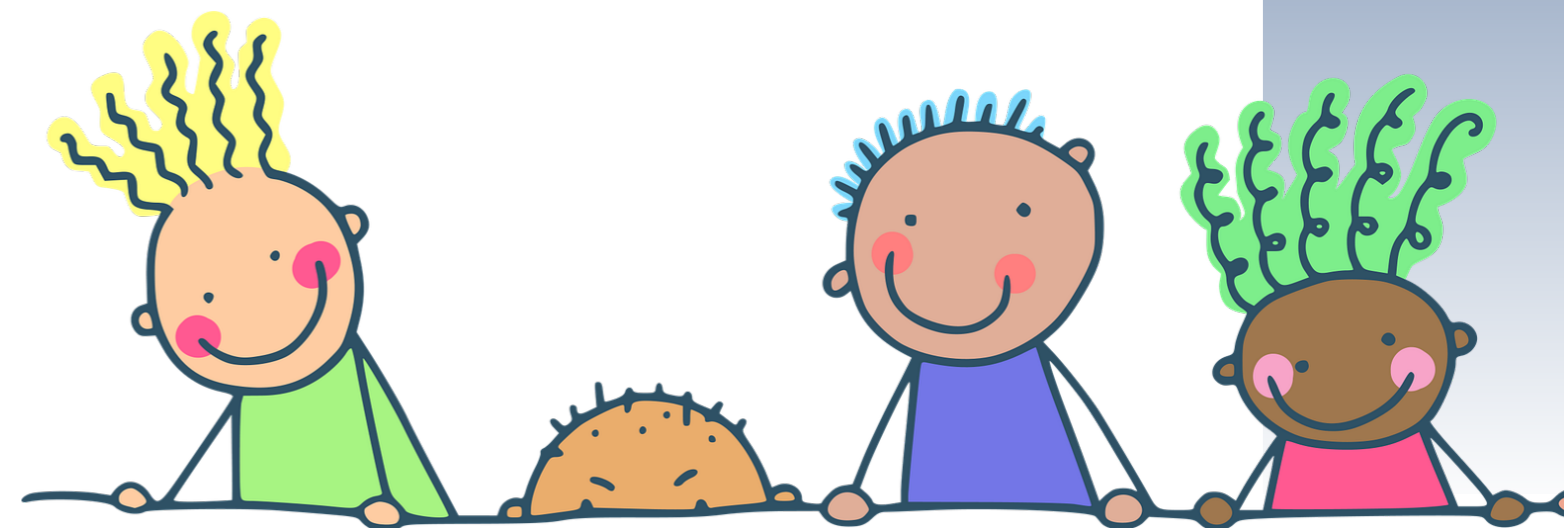
# Safeguarding Handbook 2022





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## Introduction

**C**hild safeguarding in schools has drastically evolved throughout the years. Before child protection legislation across the UK was passed, each nation had its own laws despite the framework being similar. To establish the system we have today, it's sadly taken numerous high-profile child abuse cases, deaths and subsequent inquiries to get there but the problem still isn't fixed. Although it's easy to see how much has changed in terms of safeguarding in schools, there's more work to do as incidents of abuse still occur.

From compulsory school attendance introduced for 5 to 12 year olds by the National Education League in 1870 to the introduction of the Every Child Matters (ECM) initiative in 2003 with the aim of helping children and young adults stay safe, we've witnessed a great deal when it comes to child safeguarding in education and will continue to do so in the future.

Anybody who works in an education setting has a duty to protect the welfare of children and young people. Whether you're a governor or Headteacher, teaching assistant or dinner staff - anyone who spends time with children must protect them.

Parents also trust you with the development of their children, so you need to create an environment where children feel safe to learn, play and grow. While they

should feel comfortable, they must also understand that they can approach you with any issues.

Sadly, many children suffering from abuse are often too scared to speak out. or they believe the treatment they receive is 'normal' behaviour. That's why it's crucial to understand the responsibilities associated with your role in our organisation and how vital you are in safeguarding.

This safeguarding handbook has been created for you to better understand child safeguarding and what you can do if you suspect or confirm harm. There's a lot of information to keep up to date with online in our [SharePoint](#) space. We have also created this handbook and filled it with links, advice, and resources to help with further research and allow you find the necessary information you need in one place to avoid missing anything.



### Acknowledgement

This handbook has been co-produced with the support of the safeguarding task group who met monthly with the CEO 2021-2022

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**Useful link**  
[History of child protection in the uk](#)

## What you need to know

**H**eadteachers, teachers and wider staff working in this environment play an essential role in protecting children from abuse. Schools and settings have regular contact with children, so you're in a strong position to identify signs of neglect and abuse - and act on it the right way.

Regardless of your role within the school, here are several ways your school can safeguard children:

### Create and maintain a safe environment

Your school can create a safe environment for children through robust safeguarding practices. Children need to feel comfortable at school, so it's vital they trust their teachers and other school-based staff and have an area they can think of as their safe place.



Utilise training and shared knowledge to maintain an environment where children feel confident to approach any member of staff with any worries or problems they might have. Taking the time to listen, being professionally curious and making them feel at ease is important.

### Eliminate recruitment risks

Ensure that the adults working in the school, including

volunteers and contractors, don't pose a risk to children. We believe that a strong and effective recruitment process, supported by our HR team will help you choose the best people for relevant roles and people who are well-suited to the school.

We expect robust processes for safer recruitment to be followed for everyone. We have guidance here to support you with this and how the information can be recorded on our CIVICA HR system.

We expect two references for all roles recruited to in our Bath & Wells Multi-Academy Trust (BWMAT). It is essential that our schools have staff and governors who are safer recruitment trained. You can access this training via Educare. Also, ask them to provide photographic proof of identity and ensure that you've thoroughly completed all the relevant checks specified in the Single Central Record guidance (SCR).

Good recruitment, induction and regular supervision by a specified

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line manager helps show that your school values the safety and wellbeing of all children. In each school in the BWMAT there is a safeguarding governor who will regularly check the SCR and training records. If they find that these are not as they should be they will immediately inform the Headteacher in their role as DSL for their school.

### Offer staff training

You must also make sure that all school staff and volunteers are trained, know how to respond and keep up to date with policies and practices. As well as providing safeguarding and child protection training for staff and volunteers during their induction, make it a regular occurrence too. Regular staff briefings, meetings and awareness campaigns take place in our schools and central team.

There are plenty of training opportunities available which will help you develop an awareness of the general indicators of various types of neglect. Training is a statutory requirement of our Trust. We use Educare for basic level safeguarding awareness training. Also, regular Designated Safeguarding Lead training (DSL) delivered in partnership with the Social Care Institute for Excellence (SCIE). This is to ensure that you know more about the sensitive subject, how to recognise when a child is at risk and how you can deal with any concerns.



### Sharing the knowledge

Once teaching staff and others are trained and have the most up-to-date information, you then need to teach children and young people about how they can stay safe. There are many free, reliable teaching resources and lesson plans available for your school to utilise which will help keep children safe. Some topics include:

- **Online safety.**
- **Bullying.**
- **Sex and relationships.**
- **And more.**

We have located these in one place on the School Improvement sharepoint site for safeguarding. From September 2022 there will be a termly safeguarding newsletter to accompany all of the training opportunities available to you.

### What else?

Each of our schools to complete a regular audit of safeguarding called a section 175/157 audit. These are Local Authority specific and should be shared with LA, Trust and governors in the Autumn Term. This encourages our schools to analyse how effective current safeguarding practices are. The results of this audit will help you create an action plan showing the procedures in place within your school and any follow-up actions you must take. We occasionally commission external safeguarding audits, especially if we have been concerned through either a parental complaint, qualifying complaint from Ofsted or whistleblowing.

Also, look out for regular events and training courses available for you, governors and school staff to attend. Events and courses can ensure staff will recognise abuse and show great confidence in responding to concerns in the correct manner. Courses will be on our [Sharepoint](#) site.

## Responsibilities in legalities and your role

**A**lthough the overarching aim within schools is to ensure the safeguarding of children, there are certain intricacies within each role which means the responsibilities can differ slightly.

This guidance is only for schools and colleges in England and the Department for Education (DfE) provides the key guidance on Keeping children safe in education (DfE, 2022). This sets out the legal duties to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.



It's recommended that part one of the guidance is read by all school staff and a log kept.

You must also follow the guidance set out in Working together to safeguard children (DfE, 2018). This covers inter-agency working between those operating within and outside of schools, ensuring that children are protected in all environments. It's vital that those working in schools fully understand the legal duties of all actors to fully inform their own safeguarding role.

We have summarised for each school their local authority arrangements with key contacts. [See links in appendix.](#) This is regularly updated. If you find any link, contact detail is incorrect and does not work please let the central team know. These are displayed in all schools for your guidance and ease of access in a timely manner.

### Teacher Safeguarding Responsibilities

As a teacher with safeguarding responsibilities, you need to be aware of several potential harms children could face and the signs to look out for:

**Sign documentation:** You must read and sign documentation which states you have read and signed a paper or electronic copy of Keeping Children Safe in Education: for school staff.

**Training:** Receive safeguarding training, which is regularly updated, along with online safety training so you have the knowledge and skills to keep children safe. We partner with Educare and SCIE for our training. We also formally partner with each local authority we work with – Bath & North East Somerset, North Somerset and Somerset.

**Receive updates:** You must receive regular safeguarding and child protection updates via emails, staff meetings



**Useful link**  
[Keeping children safe in education](#)



**Useful link**  
[Working together to safeguard children](#)

and the school improvement safeguarding section of Sharepoint to help provide you with an awareness of safeguarding issues. These updates also give you the relevant skills and knowledge you need to safeguard children effectively.

**Awareness:** You must be aware of the early help process and understand your role in it. You also need to know the process for making a referral to social care services and for statutory requirements which may follow this and the role they might play in these assessments.

**Identify children at risk:** You must also identify children who are suffering or are likely to suffer significant harm. It's on you to take appropriate action and work with services when needed.

**Safe environment:** As a teacher, creating and maintaining a safe learning environment is your responsibility so children can learn, develop and feel safe.

**Information sharing/disclosure:** It's also your



responsibility to know what to do if a child tells you that they're being abused or neglected and how to share this sensitive information appropriately. Recording is key. Every BWMAT school uses CPOMS as the IT platform for recording information. You must ensure that you do this in a timely manner and that it is factually correct at the time of recording.

**Policies:** As well as being aware that safeguarding issues can manifest themselves via child-on-child abuse, you must also be aware of your school's policy – BWMAT specific on this type of abuse and safeguarding in general. This also includes identifying the relevant steps to take and knowing who the DSL is in your school.

As a teacher in a school or education setting, clearly understanding and acting on your responsibilities is pivotal to help keep children safe. Although TAs, LSAs and SENCOs might have closer working relationships with vulnerable children, it's important you're still aware of your responsibilities.



## Headteacher and governor safeguarding responsibilities

As a Headteacher, you might not have the same day-to-day contact with children as teaching staff. Although it's your job to enforce the training and ensure staff members follow the policies and procedures, you also have many safeguarding responsibilities as part of your role. For example, ensuring safer recruitment practices are adhered to, SCR is complete and all incidents are correctly identified and recorded with timely follow up action if necessary.

**Policies and procedures:** It's your responsibility to ensure that safeguarding policies and procedures are followed by all members of staff in the school, including any volunteers, contractors and other visitors.



**Open communication:** You also need to make it clear that all staff and volunteers feel comfortable enough to raise concerns about poor or unsafe practices with you regarding children. You must also regularly communicate that any concerns they might have will be addressed sensitively and effectively in a timely manner.

**Training:** As a Headteacher, you need to undertake and enforce appropriate training to carry out your safeguarding responsibilities effectively. You also need to make sure this is up to date to meet any new government policies. BWMAT works in partnership with SCIE to offer DSL full training on a regular basis.

**Address safety throughout:** Your role as the Headteacher will also involve a child's safety and welfare being addressed through the curriculum.

**Spot safeguarding issues:** Despite being in a Headteacher role, you won't be oblivious to any safeguarding indicators you might spot yourself. If you notice that a child is in danger, then it's also your responsibility to deal with this correctly.

**Provide enough time and resources to staff:** You will be the Designated Safeguarding Lead (DSL) for your school. KCSIE 2022 clearly states the oversight necessary as DSL.

### Role of the designated safeguarding lead

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The



role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children

**Definitions:** The Headteacher and governors also need to provide a definition of all forms of abuse, so staff are aware. This also includes information about the signs and indicators of abuse and what staff and volunteers should do if they have concerns about a child.

**Safety:** Your role also involves ensuring the school site is safe and secure by reading and understanding the national and local guidance about preventing and responding to abuse. Also, that housekeeping and the quality of maintenance on site is of a high standard to ensure children's safety.

**Support systems:** You must also put support systems in place for children who have experienced abuse. For example, this can be done through arranging school counselling or contacting external support services through your local authority.

**Promote healthy relationships:** Headteachers and governors must also ensure healthy relationships are promoted through the whole school ethos, lessons and assemblies. This will make sure children know they can approach any member of staff or volunteer if they have a problem and that they will be listened to and taken care of.

**Promote sources of help:** You also need to ensure sources of help, such as Childline, are promoted around the school or college so children know where to go to get help if they don't feel comfortable talking to a trusted adult.

**Provide information to parents:** Headteachers and governors must also provide information to parents regarding abuse, including the actions your school is taking to prevent it and the support children affected by it receive.

**Safer recruitment:** When recruiting new staff and volunteers in your school, you must follow safer recruitment principles. They ensure you make the appropriate checks on staff and volunteers.

**Respond to concerns:** Headteachers as the DSL and governors should ensure they have enough resources and support. You should also challenge if the school believes a child is at serious risk of harm but isn't receiving appropriate help. All Local Authorities have an escalation process to follow.

**Inform parents:** It's also your role to help the DSL inform parents about what's happening, unless there's a reason to believe that doing so would put the child at further risk of harm.

**Review policies regularly:** In light of any lessons learned from a child protection incident, you must also review your policies and procedures.

Even if you don't have daily contact with children like teachers do, your roles and responsibilities will have an effect on how teachers and other members of staff can perform their safeguarding duties.

**It's down to you to set a precedent for others to follow.**



**Useful link**  
[Role of the designated safeguarding lead \(DSL\)](#)

## Designated Safeguarding Lead responsibilities

A DSL is the Headteacher in BWMAT schools. They will coordinate their school's safeguarding and child protection arrangements. They will be on-hand to provide advice and support to other staff on child welfare and child protection matters. Along with support, the DSL also contributes to the assessment of children.

**Availability:** If you're the DSL in your school, it's your responsibility during term time to make sure that you're always available during school hours for staff if they need to discuss any safeguarding concerns.

**Undertake training:** Any DSL must undergo training, so you're provided with knowledge and skills to carry out the role. The training should also be refreshed every two years, so you always work with the latest safeguarding information. The trust offers essential training and regular DSL network events to support you in your role.

**Update knowledge and skills:** As well as your formal training, you need to update your knowledge and skills at regular intervals. This can be done through SharePoint, BWMAT safeguarding newsletters, reading and digesting safeguarding developments or DSL network events.

**Manage referrals:** The DSL role also includes referring cases of suspected abuse to local authorities and children's social care. You also need to support staff who initially make these referrals. In addition to this, refer cases where a crime may have been committed to the police as required, such as FGM, sexual abuse and Prevent.

**Multi agency working - work with others:** It's also your responsibility to act as a point of contact with safeguarding partners, as a key part of a multi Agency

approach. You will need to liaise with partners as the DSL to inform them of issues, especially any enquiries under Section 47 of the Children Act 1989 and police investigations. Also liaise with any case managers and designated officers in local authorities for child protection concerns in school, discuss safeguarding matters with staff members where appropriate when deciding whether to make a referral. In general, a major responsibility is to act as a source of support, advice and expertise for all staff.

**Raise awareness:** Your responsibility as DSL includes ensuring the school's child protection policies are known, understood and used appropriately. Also, make sure the child protection policy is reviewed annually as a minimum and the procedures are updated and reviewed regularly. You must also ensure the child protection policy is available publicly. Parents must also know referrals regarding suspected abuse or neglect could be made and the role of the school in this.

**Child protection files:** When children leave the school, you'll need to ensure the child protection file is transferred to the new institute as soon as possible. It's also your responsibility to share any information with the new school in advance of a child leaving. For example, it could be information which allows a new school to continue supporting a victim of abuse and has support in place for when the child arrives. You may need to organise this at a local level, for instance it would not be acceptable to handover files where you were unsure about 'confidentiality'.

## Other staff members' responsibilities

If you're a staff member in a school and you have any child protection concerns, you must discuss these with an appropriate person immediately.

If you're unsure on anything, always speak to the DSL to clarify the situation and agree if actions are needed. Regardless of whether you're a teacher, mealtime staff or volunteer, you need to record all concerns on CPOMS and forward this to the DSL or the Deputy DSL. This needs to be provided as soon as possible after the event in writing.

All staff members must work with the DSL so you can make decisions about individual children. Although you'll work with the DSL for safeguarding, it's vital you understand how your school safeguards and promotes the welfare of children and how to report concerns.



## Disclosure (Before, During & After)

Children experiencing abuse, neglect or distress might seek to tell you about it in school, especially if you can spot the signs beforehand. This is why it's crucial you build a safe and comfortable environment, as this is the place where children should feel safe, secure and listened to.

Remember, it's not unusual for children or young people to choose certain members of staff they believe have the most authority or those they believe are less intimidating and more understanding. That's why it's important that all staff members in a school know how to respond to a disclosure from a child.

If a child discloses any harm, remember that your role is to recognise and refer these cases, it's not to investigate. This is so you avoid potentially contaminating any evidence undertaken by the police or social services. By simply recognising these cases rather than investigating, children are less likely to be put in a stressful or uncomfortable position as they won't need to repeat their story.

**In the next pages, how you can best prepare for a disclosure at every stage.**

## Before a disclosure: Preparing the right way

### Spotting the signs

Although there's no universal set of rules to prepare for a disclosure, there are several common-sense best practices to keep in mind to help with preparation. A child might not always have the confidence or be comfortable enough to raise concerns with you. In some cases, such as grooming, they could be completely oblivious to what's really going on. This highlights the importance of having the ability to spot any signs of abuse, harm and neglect.

To prepare for a disclosure, first spot the signs before raising further suspicions. For example, if you notice a change in



behaviour, don't immediately assume the worst and take drastic action. First, assess the situation before taking any action and stay prepared in case a child does approach you to share sensitive information.

### Picking a suitable location

If you have spotted the signs of abuse, neglect or harm then it's also important to prepare a setting where the child will feel the safest. In the middle of corridors, areas they're not familiar with or poorly lit areas aren't the best locations to try and get a child to open up on their situation.

Think about having a conversation in an office without making it seem like the child is in trouble. It could also be in a classroom they're familiar with so they're at their most comfortable.

### Stay familiar with procedures

Whether you have suspicions, or a child has outright told you about abuse they're suffering, always follow your school safeguarding policies and procedures. The guidelines will provide you with the best tips on how to prepare for this conversation, how you should act and the following steps you need to take if a child discloses abuse.



## During a disclosure: How to handle it the right way

It can be very hard for children and young people to reveal abuse. They often fear there may be consequences and can often feel threatened by the perpetrators to keep the abuse a secret.

Telling an adult takes a great amount of courage and so it's normal to feel overwhelmed. During the disclosure phase, it's important you show enough care and remain calm to show support to the child.

### Listen

Listen carefully to the child. Avoid expressing your own views on the matter as a reaction of shock or disbelief could cause a child to stop talking. If you show that you're shocked, for example, the child may worry that you're thinking badly of



them and won't tell you the full story.

Be sure to stay calm and proceed slowly without rushing over important facts.

### Reassure

Let the child know they're doing the right thing by speaking up. Offering them reassurance can make a big impact to the child who may have been keeping the abuse a secret and could feel a bit more at ease.

### Avoid blame

Make sure to tell the child during the disclosure conversation that it's not their fault. Abuse, neglect and harm is never a child's fault so it's vital you let them know.

### Take them seriously

In some cases, children keep abuse a secret in the fear that nobody will believe them or that nothing can be done about it. In a disclosure situation, the child is telling you because they trust you and believe you're the person that will listen and support them, so ensure they know you're taking the matter seriously.

When listening, make sure to tell them:

- **They're not in trouble.**
- **They're safe with you.**
- **You're glad they chose to tell you about this.**
- **They have done the right thing to speak up.**
- **You're sorry that they've been hurt and that this has happened to them.**
- **You'll do everything you can to make sure this doesn't happen again.**
- **You know others who can be trusted to solve this issue.**

**Continued on next page**

## **Avoid confrontation**

It's normal to feel a lot of anger and frustration on the inside, but don't talk to the alleged abuser. Try to remain calm as confronting the alleged abuser about what a child is telling you could make the situation worse for the child.

## **Don't ask "Why"**

Let the child know they're doing the right thing by speaking up. Offering them reassurance can make a big impact to the child who may have been keeping the abuse a secret and could feel a bit more at ease.

If you need to clarify on what a child has said and whether they're at risk, stick to open-ended questions to clarify their points. Never



ask them 'why' as this could imply guilt and make a child feel as if they are at fault.

## **Record**

Record factually what a child has told you and what you observed as soon as possible on CPOMS and don't make assumptions. You'll need all the details, such as the date, time, place of disclosure, behaviour and the terminology used by the child. It's vital that you maintain accurate records so that your interpretation of the child's account doesn't lead to inadmissible evidence.

## **Use a body map**

If you notice a visible bruise or injury, use a body map to record these details. Ensure the map is dated and attached to information relating to the child's comments about the injury.

## **Avoid sharing this information to other staff**

Don't gossip to other staff about what you have heard. If a child has come to you with this information, it's for a reason so don't take advantage of that trust. The information should remain confidential to only those that need to know, most importantly the DSL or Deputy DSL.

## **Explain the next steps**

Never promise a child that you'll keep this a secret, or the information will be confidential. It's your duty to ensure the information is passed to the relevant people, such as the DSL and other agencies to keep a child safe. If the child specifically requests to keep it confidential, inform them that you're concerned and it's your responsibility to keep them safe, so you'll tell somebody who can help.

**It's also important to make sure the child understands what will happen with the information they've shared.**

## After a disclosure: The next steps

The guidelines above and those from your school procedures will help lessen the risk of causing more trauma to the child or compromising a criminal investigation during a disclosure phase. The phase after a disclosure conversation is equally as important to make sure no problems arise.

### Report the abuse

Don't delay this step. The sooner you report the abuse after the child discloses, the better. Report as soon as possible with all the details you gathered so that everything is fresh in your mind and action can be taken swiftly.

### Tell the DSL

Make sure to inform the DSL in your school as soon as possible. However, don't ask the child to repeat what they have told you to them or another staff member. Only use your records as repeating this information can cause the child a great deal of stress.

The more frequently a child repeats the events, the greater the chance of the facts becoming lost which can compromise an investigation. They'll make sure the correct procedures are followed.

### Inform the police if necessary

In some cases, it's your duty to inform the police right away which means you might have to skip some steps. In the case of the illegal FGM practice, for example, you need to make the police aware as well as the relevant people that need to know.

### Maintain contact

A child has shown great courage to speak to you about this upsetting situation. Therefore, maintain contact with the

child to show you're there to support them. They have trusted you enough to tell you so they shouldn't feel rejected once they have opened up. It's important they feel you're there for continued support.

### Support yourself

Dealing with disclosure conversations can be a frightening and frustrating prospect. Also make sure you have enough support for yourself in managing the information you have received and how you deal with the situation as a whole.

**Following the correct procedures through every stage of a disclosure will ensure the child remains safe and follow-up investigations can take place with the correct information.**



## What to be on the lookout for

The signs of abuse can be difficult to spot but knowing them is incredibly important to help ensure a child's safety if they're suffering from neglect, abuse or harm. A child might also be reluctant to tell anyone what's happening to them, or, in some cases, they don't even realise that what's happening to them is abuse.

There are many different types of abuse, and the signs can depend on the type. For example, the signs that a child is being neglected will differ from signs that a child is being bullied. However, being aware of all the different signs, regardless of the type of abuse, is important to keep children safe.

Although, the following signs don't necessarily mean a child is suffering from abuse. There could be other events in their life which may affect their behaviour. For further guidance, refer to your school's safeguarding guidelines and gain advice from the DSL so you can assess each situation better.

Here's a list to keep on-hand regarding what to be on the lookout for in children potentially suffering from abuse.

### Child abuse

- Unexplained and sudden changes in personality and behaviour.
- Suddenly becoming withdrawn.

- Having knowledge of adult issues that are inappropriate for their age.
- Always seeming anxious.
- Becoming uncharacteristically aggressive.
- They have a poor bond or relationship with a parent.
- They lack social skills and have few friends, if any at all.

### Bullying and cyberbullying

- Belongings are regularly getting lost or damaged.
- Physical and unexplained injuries.
- Being afraid to go to school or skipping school.
- Being mysteriously ill each morning.
- Bullying others.
- Problems with eating or sleeping.
- A drop in school performances.
- Being nervous, becoming distressed, withdrawn and losing confidence.
- Asking for and stealing money to give to whoever's bullying them.

### Child sexual exploitation including county lines

- Being frightened of certain situations, places and people.
- Alcohol or drug misuse.
- Sharp changes in mood and character.
- Physical signs of abuse.
- Having money or items they can't or won't explain.



- Regularly missing from home or truancy.
- Involved in criminal activities such as shoplifting and drugs.
- Expensive gifts and clothing.
- Obsessed and owning mobile phone(s).

### **Domestic abuse**

- Sudden withdrawals and tantrums.
- They're having trouble learning and focusing in school.
- Not eating lunch at school.
- Anxiety and depression.
- Regular sickness, colds and headaches.
- Attention seeking and constantly late.
- Showing aggression or bullying.

### **Emotional abuse**

- A child is lacking in confidence and self-assurance.
- Struggle to control their emotions.
- They have difficulty making or maintaining relationships.
- Use language you wouldn't expect them to know for their age.
- Lack of social skills and have few or no friends.

### **Female Genital Mutilation**

- A child may ask you for help, though they might not say it outright or be explicit out of fear or embarrassment.
- If you notice any obvious signs of this procedure or a child has told you, contact the police immediately.

### **Grooming**

- A child is secretive about how they're spending their time.
- They have an older boyfriend or girlfriend.
- They're missing from school for long periods of time.
- You're aware of underage drinking or drug taking.
- Using language not appropriate for their age.

### **Neglect**

- Poor appearance or hygiene.
- Being hungry or not having money for food.
- Having unwashed clothes.
- Having incorrect clothing, such as no warm clothes in winter.
- Poor language and social skills.
- Repeated accidental injuries.
- Regular illness or infections.
- Skin issues, such as sores and rashes.
- You've heard the child is left alone for a long time or is taking on the role of a carer for other family members.
- You become aware of an unsuitable home environment, such as having no heating.
- The child or young person becomes clingy, aggressive, withdrawn, depressed or anxious.
- Find it difficult concentrating or taking part in activities.

All these signs don't necessarily mean that a child is being abused, as there could be other events in their life which are



affecting their behaviour. It's important to continue monitoring these signs and referring to your school's safeguarding guidelines and gain advice from the DSL so you can assess each situation better.

### **If in doubt, call it out – when it's time to escalate**

If you have any safeguarding concerns about a child or young person in your school or college, you must report them. There are several steps to take and options you have depending on each situation.

If you believe that a child is in immediate danger, don't delay the entire process by going through disclosures and reporting to the relevant people. Although it's important to keep them in the loop, call the police on 999 straight away.

This is also the case under the Female Genital Mutilation Act 2003. If you suspect that a child is being prepared for this illegal procedure or has already undertaken one, contact the police right away to inform them.

If you have concerns, you should follow your school's child protection policy and speak to the DSL. This gives you further options, such as managing support for the child internally through your pastoral support process.

**We also have safeguarding posters for each local authority which can be viewed on the next pages**

## Bath and North East Somerset

Click on the images for interactive posters



### Safeguarding

Key contact information you need to know ... in one place

For schools in **Bath & North East Somerset**  
B&NES schools also have a named allocated link social worker who can be contacted for advice.



If a child is **AT RISK OF IMMEDIATE HARM**



Police: 101 or in an emergency 999

To make an **URGENT REFERRAL** (a child is likely to suffer or is suffering significant harm)



B&NES Community Safety and Safeguarding Partnership information page  
<https://bcssp.bathnes.gov.uk/i-am-professional>  
To make a referral to Children's Social Work Services you can call 01225 396 111 or 01225 477 929 or go online and report a concern <https://beta.bathnes.gov.uk/report-concern-about-child>  
Email: [childcare\\_duty@bathnes.gov.uk](mailto:childcare_duty@bathnes.gov.uk)  
Out of Hours Emergency Duty Team 01454 615165 or by completing the request for service.

To raise concerns and ask for advice about **EXTREMISM OR RADICALISATION**



**PREVENT Duty**  
[https://bcssp.bathnes.gov.uk/sites/default/files/2020-09/radicalisation\\_protocol.pdf](https://bcssp.bathnes.gov.uk/sites/default/files/2020-09/radicalisation_protocol.pdf)  
Not an immediate risk of harm? Complete the Prevent Referral Form and send to [Samantha\\_jones@bathnes.gov.uk](mailto:Samantha_jones@bathnes.gov.uk)  
Regional Police Prevent Team  
Tel: 01179 455536 or 01179 455539  
Email 24 hours: [channelsw@avonandsomerset.pnn.police.uk](mailto:channelsw@avonandsomerset.pnn.police.uk)

To make a **NON-URGENT REFERRAL** where a child is not at immediate risk of significant harm (where the needs of a child are complex or unclear)



**Early Help**  
To request early help please email [ChildCare\\_Duty@bathnes.gov.uk](mailto:ChildCare_Duty@bathnes.gov.uk) or call 01225 39 61 11 or 01225 47 79 29 (Mon to Thurs 8.30am to 5pm, Fri 8.30am to 4.30pm)  
Integrated Working Team  
Email: [IWT@bathnes.gov.uk](mailto:IWT@bathnes.gov.uk)  
Tel: 01225 395021  
Lyn Tapping – Assessment and Information Officer  
Tel: 01225 395448  
Kevin Clark – Assessment and Information Officer  
Tel: 01225 395308



### Safeguarding

Key contact information you need to know ... in one place

For schools in **Bath & North East Somerset**  
B&NES schools also have a named allocated link social worker who can be contacted for advice.

#### You might find these useful

- B&NES Talking Therapies  
<https://iapt-banes.awp.nhs.uk/>
- Young Minds YoungMinds - children and young people's mental health charity  
<https://youngminds.org.uk/>
- Mind Mental Health Charity Home  
<https://www.mind.org.uk/>
- MindParents Plus Programmes  
<https://www.parentsplus.ie/parents-plus-programmes/>
- Winston's Wish Children's Bereavement Charity - giving hope to grieving children  
[www.winstonswish.org](http://www.winstonswish.org)
- Child Bereavement UK Tel: 0800 02 888 40  
[www.childbereavementuk.org](http://www.childbereavementuk.org)

For information, advice and guidance in relation to safeguarding **POLICY AND PROCEDURES**



Bath and North East Somerset library of professional working guidance, policies and procedures:  
[www.bcssp.bathnes.gov.uk/professional-working-guidance-policies-procedures](http://www.bcssp.bathnes.gov.uk/professional-working-guidance-policies-procedures)

For information on **SEND and INCLUSION**



B&NES Local Offer Rainbow Resource CYP SEND information page Rainbow Resource:  
<https://livewell.bathnes.gov.uk/school-senco-information>



SEND Team Tel: 01225 394306  
Email: [special\\_educationalneeds@bathnes.gov.uk](mailto:special_educationalneeds@bathnes.gov.uk)

To raise concerns and ask for guidance in relation to the **CONDUCT OF SOMEONE WHO WORKS WITH CHILDREN**



Local Authority Designated Officer (LADO)  
01225 396810  
[LADO@bathnes.gov.uk](mailto:LADO@bathnes.gov.uk)  
Professional working guidance, policies & procedures  
<https://bcssp.bathnes.gov.uk/professional-working-guidance-policies-procedures>

Diocese of Bath and Wells Safeguarding Advisors



[www.bathandwells.org.uk/diocese/safeguarding/](http://www.bathandwells.org.uk/diocese/safeguarding/)  
Safeguarding Manager:  
**Ben Goodhind** 01749 588917 / 07834 514842  
[ben.goodhind@bathwellsanglican.org](mailto:ben.goodhind@bathwellsanglican.org)  
Safeguarding Advisor:  
**Andrew Duncan** 07736 903855  
[andrew.duncan@bathwellsanglican.org](mailto:andrew.duncan@bathwellsanglican.org)  
Safeguarding Co-ordinator:  
**Leonie Jones** 01749 588907  
[Leonie.Jones2@bathwellsanglican.org](mailto:Leonie.Jones2@bathwellsanglican.org)

Protocol for resolving and escalating professional differences of opinion regarding safeguarding decisions  
[HERE](#)

## Somerset

Click on the images for interactive posters



# Safeguarding






Key contact information you need to know ... in one place






For schools in **Somerset**

**If a child is AT RISK OF IMMEDIATE HARM**  **Police: 101 or in an emergency 999**

**To make an URGENT REFERRAL (a child is likely to suffer or is suffering significant harm)**  **Somerset Safeguarding Children Partnership**  
<https://sscb.safeguardingsomerset.org.uk/effectivesupport-documents/>  
 **Children's social care: 0300 123 2224**  
**Out of hours Emergency Duty Team (EDT)**  
**0300 123 2327**  
 **Email: [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)**

**To raise concerns and ask for advice about EXTREMISM OR RADICALISATION**  **PREVENT Duty**  
<https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/Prevent-toolkit-version-2-Feb-2019.doc>  
**Local Authority Prevent Lead**  
 **Email: [prevent@somerset.gov.uk](mailto:prevent@somerset.gov.uk)**  
 **Chair of Somerset Prevent Board and Service Manager**  
**- Lucy Macready Tel: 07887 955440**  
 **[lmacready@somerset.gov.uk](mailto:lmacready@somerset.gov.uk)**  
 **Regional Police Prevent Team**  
**Tel: 01179 455536 or 01179 455539**  
**Email 24 hours:**  
**[channelsw@avonandsomerset.pnn.police.uk](mailto:channelsw@avonandsomerset.pnn.police.uk)**

**To make a NON-URGENT REFERRAL where a child is not at immediate risk of significant harm (where the needs of a child are complex or unclear)**  **Early Help Offer: Somerset's Early Help Offer – Professional Choices**  
<http://professionalchoices.org.uk/early-help/somerset-early-help-offer/>  
**TAF-One-Min-Guide-Top-Tip-for-Meetings-V1-2.pdf**  
<https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/TAF-One-Min-Guide-Top-Tip-for-Meetings-V1-2.pdf>  
 **The Early Help Advice Hub:**  
**Tel: 01823 355803 (open Mon-Fri, 9.00am – 4.00pm)**  
 **Email: [EHAcoordinator@somerset.gov.uk](mailto:EHAcoordinator@somerset.gov.uk)**



# Safeguarding


Key contact information you need to know ... in one place




For schools in **Somerset**

### You might find these useful

- Somerset CYP Health and Well Being  
[https://www.cypsomersethealth.org/new\\_home](https://www.cypsomersethealth.org/new_home)
- Young Minds YoungMinds - children and young people's mental health charity  
<https://youngminds.org.uk/>
- Mind Mental Health Charity Home  
<https://www.mind.org.uk/>
- MindParents Plus Programmes  
<https://www.parentsplus.ie/parents-plus-programmes/>
- Winston's Wish Children's Bereavement Charity - giving hope to grieving children  
[www.winstonswish.org](http://www.winstonswish.org)
- Child Bereavement UK Tel: 0800 02 888 40  
[www.childbereavementuk.org](http://www.childbereavementuk.org)

**For information, advice and guidance in relation to safeguarding POLICY AND PROCEDURES**  **Consultation line for Designated Safeguarding Leads**  
**Tel: 0300 123 3078**  
**Somerset Safeguarding Children Partnership Local Protocols and Guidance**  
 <https://sscb.safeguardingsomerset.org.uk/working-with-children/local-protocols-guidance/>

**For information on SEND and INCLUSION**  **Somerset 0-25 Local Offer Home**  
<https://choices.somerset.gov.uk/025/>  
**Multi Agency Guidance for all who work with CYP with SEND**  
<https://docs.somerset.gov.uk/wl/?id=V05rrk10WeVpUtwgdAFgkuJ2Tmlk8VxN>  
**Somerset's Core Offer for SEND**  
<https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

**To raise concerns and ask for guidance in relation to the CONDUCT OF SOMEONE WHO WORKS WITH CHILDREN**  **Local Authority Designated Officer (LADO)**  
**Guidance can be found here:**  
<https://sscb.safeguardingsomerset.org.uk/working-with-children/allegations-management/>  
 **Notify the LADO: [sdinputters@somerset.gov.uk](mailto:sdinputters@somerset.gov.uk)**  
 **Tel: 0300 123 2224**

**Diocese of Bath and Wells Safeguarding Advisors**  [www.bathandwells.org.uk/diocese/safeguarding/](http://www.bathandwells.org.uk/diocese/safeguarding/)  
**Safeguarding Manager:**  
**[Ben Goodhind](mailto:ben.goodhind@bathwellsanglican.org) 01749 588917 / 07834 514842**  
**Safeguarding Advisor:**  
**[Andrew Duncan](mailto:andrew.duncan@bathwellsanglican.org) 07736 903855**  
**Safeguarding Co-ordinator:**  
**[Leonie Jones](mailto:Leonie.Jones2@bathwellsanglican.org) 01749 588907**

Protocol for resolving and escalating professional differences of opinion regarding safeguarding decisions **HERE**

## North Somerset

Click on the images for interactive posters



### Safeguarding

Key contact information you need to know ... in one place



For schools in **North Somerset**

<b>If a child is AT RISK OF IMMEDIATE HARM</b>		<b>Police: 101 or in an emergency 999</b>
<b>To make an URGENT REFERRAL (a child is likely to suffer or is suffering significant harm)</b>	  	<b>North Somerset Children's Safeguarding Partnership</b> <a href="https://www.nsscp.co.uk/">https://www.nsscp.co.uk/</a> Out of hours and weekends – Children's Emergency Duty Team: 01454 615 165 Front Door on 01275 888 808 (Mon-Fri 8am – 6pm) <a href="mailto:childrens.frontdoor@n-somerset.gov.uk">childrens.frontdoor@n-somerset.gov.uk</a>
<b>To raise concerns and ask for advice about EXTREMISM OR RADICALISATION</b>	   	<b>PREVENT Duty</b> <a href="https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/Prevent-toolkit-version-2-Feb-2019.doc">https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/Prevent-toolkit-version-2-Feb-2019.doc</a> Community Safety Manager: Howard Potheary <a href="mailto:PreventSW@avonandsomerset.police.uk">PreventSW@avonandsomerset.police.uk</a> Tel: 01278 647466 Regional Police Prevent Team Tel: 01179 455536 or 01179 455539 Email 24 hours: <a href="mailto:channelsw@avonandsomerset.pnn.police.uk">channelsw@avonandsomerset.pnn.police.uk</a>
<b>To make a NON-URGENT REFERRAL where a child is not at immediate risk of significant harm (where the needs of a child are complex or unclear)</b>	  	<b>Early Help</b> <a href="https://www.n-somerset.gov.uk/my-services/children-young-people-families/early-help">https://www.n-somerset.gov.uk/my-services/children-young-people-families/early-help</a> For questions or queries about Early Help contact <a href="mailto:childrens.frontdoor@n-somerset.gov.uk">childrens.frontdoor@n-somerset.gov.uk</a> Tel: 01275 888808 Jenie Eastman – North Somerset Council's Early Help and Children's Centre Service Lead - 01275 888808



### Safeguarding

Key contact information you need to know ... in one place

For schools in **North Somerset**

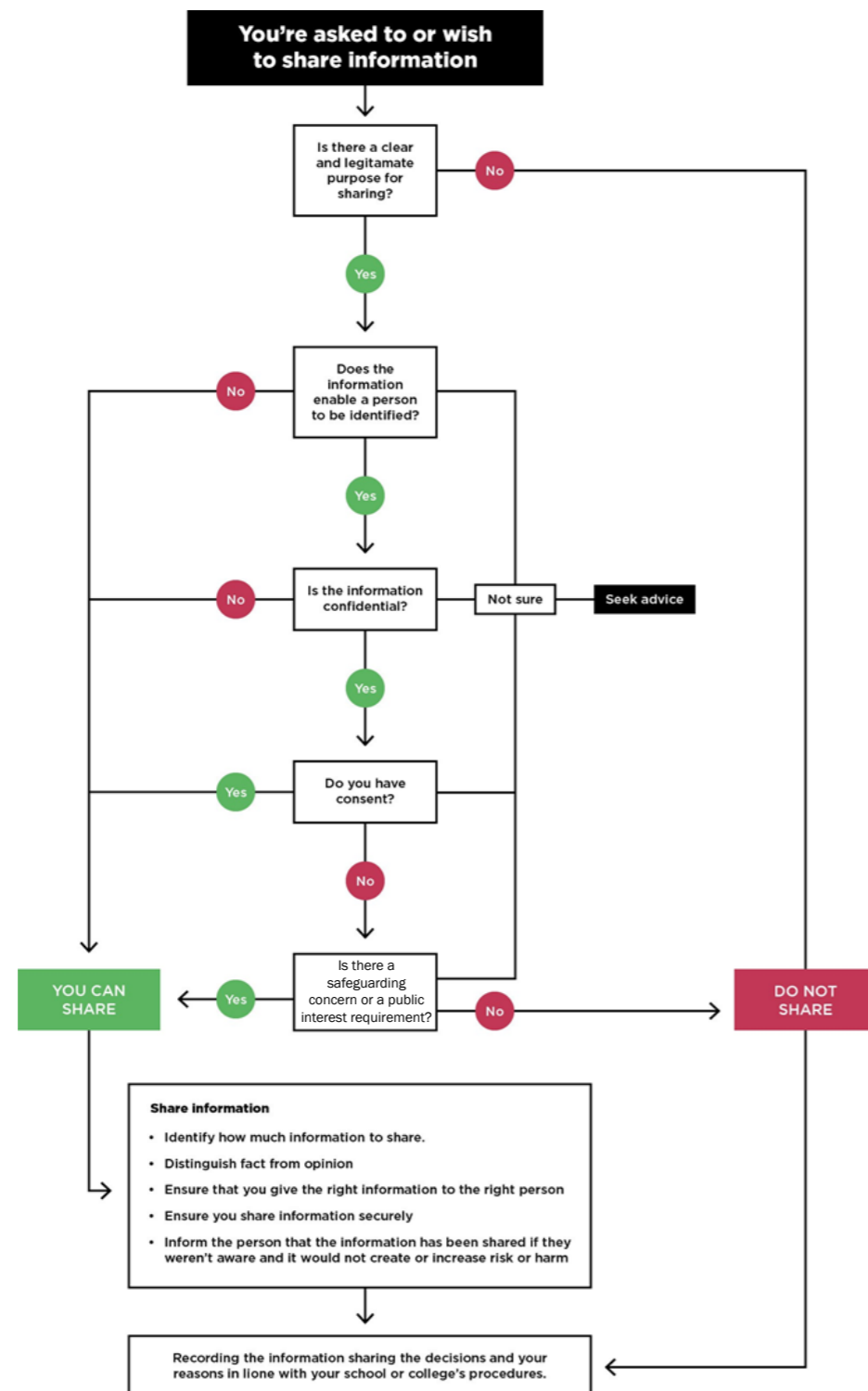
#### You might find these useful

- Wellspring Counselling Services for North Somerset  
[www.wellspringcounselling.org.uk/about-us/](http://www.wellspringcounselling.org.uk/about-us/)  
Tel: 01275 810879
- North Somerset Healthy Schools Network  
Contact [shaun.cheesman@n-somerset.gov.uk](mailto:shaun.cheesman@n-somerset.gov.uk)
- Young Minds YoungMinds - children and young people's mental health charity  
<https://youngminds.org.uk/>
- Mind Mental Health Charity Home  
<https://www.mind.org.uk/>
- MindParents Plus Programmes  
<https://www.parentsplus.ie/parents-plus-programmes/>
- Winston's Wish Children's Bereavement Charity  
[www.winstonswish.org](http://www.winstonswish.org)
- Child Bereavement UK Tel: 0800 02 888 40  
[www.childbereavementuk.org](http://www.childbereavementuk.org)

<b>For information, advice and guidance in relation to safeguarding POLICY AND PROCEDURES</b>		<b>North Somerset Guidance, Procedures and Policies</b> <a href="https://www.nsscp.co.uk/resources-child-safeguarding-professionals-0/policy-library">https://www.nsscp.co.uk/resources-child-safeguarding-professionals-0/policy-library</a>
<b>For information on SEND and INCLUSION</b>	  	<b>North Somerset SEND documents and processes:</b> <a href="https://search3.openobjects.com/mediamanager/northsomerset/fsd/files/ehcp_combined_document_v5.pdf">https://search3.openobjects.com/mediamanager/northsomerset/fsd/files/ehcp_combined_document_v5.pdf</a> <b>North Somerset Local Offer information:</b> <a href="http://www.n-somerset.gov.uk/localoffer">www.n-somerset.gov.uk/localoffer</a> Email: <a href="mailto:SEND@n-somerset.gov.uk">SEND@n-somerset.gov.uk</a> SEND Inclusion Support Service Tel: 01275 888297
<b>To raise concerns and ask for guidance in relation to the CONDUCT OF SOMEONE WHO WORKS WITH CHILDREN</b>	 	<b>Designated Officer for Allegations (formally LADO)</b> Tel: 01275 888 211 North Somerset Allegations Policy
<b>Diocese of Bath and Wells Safeguarding Advisors</b>	  	<a href="http://www.bathandwells.org.uk/diocese/safeguarding/">www.bathandwells.org.uk/diocese/safeguarding/</a> <b>Safeguarding Manager:</b> <b>Ben Goodhind</b> 01749 588917 / 07834 514842 <a href="mailto:ben.goodhind@bathwellsanglican.org">ben.goodhind@bathwellsanglican.org</a> <b>Safeguarding Advisor:</b> <b>Andrew Duncan</b> 07736 903855 <a href="mailto:andrew.duncan@bathwellsanglican.org">andrew.duncan@bathwellsanglican.org</a> <b>Safeguarding Co-ordinator:</b> <b>Leonie Jones</b> 01749 588907 <a href="mailto:Leonie.Jones2@bathwellsanglican.org">Leonie.Jones2@bathwellsanglican.org</a>

Protocol for resolving and escalating professional differences of opinion regarding safeguarding decisions [HERE](#)

**Here's the process from the government website which sets out the steps that need to be taken if you have safeguarding concerns about a child.**



## The six principles of safeguarding

In addition to the above guidance, it is extremely helpful to always keep in mind what are known as the “six principles of safeguarding”.

The six safeguarding principles were originally produced for the safeguarding of adults. However, they can also be applied to the safeguarding of children. Safeguarding is about preventing the risk of harm from abuse or exploitation and having the ability to reduce it by raising awareness and supporting people in making informed decisions.

These principles are an aid to better understand actions that need to be taken to protect people and are agreed within the Care Act 2014.

### 1. Empowerment

Ensuring that people are supported and confident in making their own decisions and giving informed consent. This empowerment gives individuals choice and control over the decisions they make.

### 2. Prevention

It's crucial to try and take action before harm occurs. Preventing neglect, harm or abuse is the main objective. Prevention is when your school works to stop abuse before it happens. It involves raising awareness, training staff members and making information easily accessible to encourage people to ask for help.

### 3. Proportionality

You must take a proportionate and least intrusive response to any issues presented. Proportionality

ensures that services take each child, young person or adult into account when dealing with abuse. All risks presented are addressed and each individual is respected.

#### **4. Protection**

This involves providing support and representation for those in need. Your school can put measures in place to help stop abuse from occurring and offer help and support to anyone at risk.

#### **5. Partnership**

Your school forming a partnership with local communities can create solutions as they can help prevent or detect abuse. These partnerships will give you the chance to work closely together with the local community to raise awareness.

#### **6. Accountability**

You must be accountable and transparent in delivering safeguarding. Safeguarding is the responsibility of everyone so make sure everyone does their part when it comes to safeguarding vulnerable people.

