



Wessex
Learning Trust
We Learn Together!

Safeguarding (Child Protection) Policy

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Review Date: September 2023

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Wessex Learning Trust

Child Protection & Safeguarding Policy

All children and young people will have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity. We are committed to anti-discriminatory practice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

This policy will be reviewed by the Board of Trustees annually.

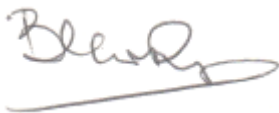


Signature:

Name: Mr Gavin Ball

Position: Chief Executive

Date: 14/09/2022



Signature:

Name: Mr Brian Kirkup

Position: Chair of the Board

Date: 14/09/2022

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Part 1 – Policy

1. Definitions

1.1 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.

1.2 Child Protection is defined in Section 47 of the Children Act 1989 as when a child is suffering or is likely to suffer significant harm.

1.3 Under statutory guidance and legislation action must be taken to safeguard and promote the child’s welfare.

2. Introduction

2.1 At the Wessex Learning Trust (The Trust)

- Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who works with children, their families and carers, has a role to play.
- 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 works 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.

2.2 Schools in the Wessex Learning Trust 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.

2.3 All action taken by schools in the Trust will be in accordance with:

- Current legislation (summarised in [Working Together to Safeguard Children](#))
- Statutory, national, and local guidance, including:
 - Working Together to Safeguard Children (2018), which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young

people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

- Keeping Children Safe in Education (2022), which is statutory guidance issued by the Department for Education that 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.
- Guidance from the Somerset Safeguarding Children Partnership and the North Somerset Safeguarding Children Partnership.
- Government guidance relating to COVID-19: The full collection is available on the [government website](#). An addendum to this document to reflect changes made during lockdown or in the event of a further lockdown can be found in Appendix E.

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

- Trust Safeguarding Statement
- Safer Recruitment Policy
- Whistleblowing Policy
- Dealing with Allegations Against Staff Policy
- Designated Teacher for Looked After and Previously Looked After Children Policy
- Staff Code of Conduct
- Health and Safety Policy
- Behaviour Policy
- Attendance Policy
- Drugs Policy

2.5 Headteachers should ensure that the above policies and procedures, adopted by the Trust or Academy are accessible, understood and followed by all staff. All Trust policies are available on the Wessex Learning Trust website.

3. Equalities Statement

3.1 We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of ethnicity, nationality, age, gender, race, economic condition, disability and religion.

3.2 With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#).

3.3 General duties include:

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

3.4 Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with the schools Special Educational Needs and Disability Policy.

3.5 All Schools in the Wessex Learning Trust adheres to the principals of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

4. Overall Aims

4.1 This policy will contribute to the safeguarding of children at all Trust Schools by:

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

5. Professional Expectations, Roles and Responsibilities

5.1 Each school in the Trust is named as a relevant agency either to the Somerset Safeguarding Children Partnership (Somerset Schools) or the North Somerset Safeguarding Partnership (North Somerset Schools). This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the relevant Safeguarding Partnership.

5.2 Roles and Responsibilities of All Staff:

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2022). Those working directly with children will also read Annex B.
- Trustees, Governors, senior staff, DSL's and their deputies and staff involved in the recruitment process will read the complete document of Keeping Children Safe in Education (2022).
- All staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Code of Conduct; safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).

- All staff will know how to contact the DSL and any deputies and the Safeguarding Governor at their school. (See appendix F).
- All staff will be able to identify vulnerable pupils and take action to keep them safe. Information or concerns about pupils will be shared with the DSL where it includes those:
 - who may need a social worker and may be experiencing abuse or neglect
 - requiring mental health support
 - may benefit from early help
 - where there is a radicalisation concern
 - where a crime may have been committed
 - where child-on-child abuse has taken place
 - where a child is suspected to be missing from education
 - where a child has been impacted by technology in relation to online safety
 - Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable pupils and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
 - Record concerns appropriately and in a timely manner by using the setting's safeguarding recording systems.
- All staff will be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

5.3 Role of the Designated Safeguarding Lead:

Details of our DSL and Deputy DSL are available in Appendix F and on each school's website and noticeboard within the school. Duties are further outlined in Keeping Children Safe in Education (2022, Part 2).

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

5.4 The DSL will also:

- Be a key point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.

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

5.5 Role of the Governing Body

The Governing Body of each school is responsible for their setting's safeguarding responsibility to ensure that safeguarding and child protection practice and process (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

5.6 Duties are further outlined in Keeping Children Safe in Education (2022, Part 2).

- The appointed Safeguarding Governor will liaise with the Headteacher and the DSL to produce an annual report for governors and complete the S. 175 (annual safeguarding) audit for the relevant Safeguarding Partnership.
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay.
- Ensure that the DSL is an appropriate senior member of the school's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that pupils are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and Sex Education \(RSE\) and Health Education](#) and for schools with early years foundation stage the [Early Years Foundation Stage \(EYFS\) Statutory Framework](#)
- To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (2022, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to pupils, this includes having a process to manage low level concerns.
- Ensure that systems are in place for pupils to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.

- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child abuse (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Appoint a designated teacher to promote the educational achievement for Children looked After.

6. Safeguarding Training for Staff

6.1 Safeguarding Training for All Staff

- Governing bodies will ensure that all staff members undergo safeguarding and child protection (including online safety) training at induction.
- At induction staff will read and sign the IT usage agreement and are reminded never to use their personal mobile phone to contact students or take photographs of students.
- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via formal training, email e-bulletins and staff meetings).
- All staff must receive FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.

6.2 Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

6.3 Training for Designated Safeguarding Leads and Deputies

In addition to the all-staff training outlined above, the Designated Safeguarding Lead and deputies will undergo formal training provided by the Somerset Safeguarding Children's Partnership (SSCP) or North Somerset Safeguarding Children Partnership (NSSCP) 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. Deputy DSL's will be trained to the same level as the DSL.

6.4 The DSL and any deputies will liaise with their relevant Safeguarding Children's 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.

6.5 Other Training Considerations

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009. Staff responsible for recruitment administration will also be trained to the same level.
- Members of the senior leadership team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.

- The Designated Teacher for Looked After Children will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding topics in Annex A (including online safety) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Appropriate colleagues have received suitable training in relation to use of reasonable force and positive handling.

7. Safeguarding and the Curriculum

7.1 All Trust Schools are committed to ensuring that pupils are taught about safeguarding, including online safety. We recognise that personalised or contextualised approach for more vulnerable pupils, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

- Working within statutory guidance in respect to [Relationships and Sex Education \(RSE\) and Health Education](#); and [Early Years Foundation Stage \(EYFS\) Statutory Framework](#)
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- Appropriate filters and monitoring systems are in place to ensure that ‘over- blocking’ does not lead to unreasonable restrictions as to what pupils can be taught about online teaching and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Pupils can inform the curriculum via pupil voice/school councils

8. Safer Recruitment and Safer Working Practice

8.1 Safer Recruitment

All Trust schools must pay full regard to the required safer recruitment practices detailed in Keeping Children Safe in Education (2022), which include:

- Scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- Undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.

- We will consider online searches as part of our due diligence checks on short listed candidates.

8.2 Use of Reasonable Force

Reasonable force refers to the physical contact to restrain and control children using no more force than is needed. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

8.3 The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance outlined below:

- [Use of Reasonable Force in Schools \(2013\)](#)
- [Reducing the need for restraint and restrictive intervention \(2019\)](#)

8.4 There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

8.5 The process around how the setting manages concerns where a professional may pose a risk to pupils and our response to low level concerns can be accessed in the Dealing with Allegations against Staff Policy, available on the Wessex Learning Trust website.

8.6 Whistleblowing Procedures

Staff must be aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- Trust Whistleblowing Policy – available on the Wessex Learning Trust website and the staffroom of each school
- General guidance and advice on whistleblowing: <https://www.gov.uk/whistleblowing>
- The [NSPCC whistleblowing helpline is available](#) for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can also call 0800 028 0285 or email help@nspcc.org.uk. Phone lines are open 8am to 8pm Monday to Friday.

9. Key Safeguarding Areas

9.1 Below are some themes that can impact on children and families:

- Children in the court system
- Children affected by parental offending/imprisonment
- Children missing from education (including persistent absence)
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- Domestic Abuse
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage)
- Online Safety

- Mental health
- Child-on-child abuse:
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - Abuse in intimate personal relationships between peers
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
 - Up skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Preventing Radicalisation (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young Carers

9.2 Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (2022, Annex B) and on the [NSPCC website - Types of Abuse](#).

9.3 Local safeguarding resources are also available via –

- Somerset Safeguarding Children Partnership website [SSCP – Somerset Safeguarding Children Partnership \(safeguardingsomerset.org.uk\)](https://safeguardingsomerset.org.uk)
- North Somerset Safeguarding Children Partnership website [Children’s Safeguarding Board | Children’s Safeguarding Board \(nsscp.co.uk\)](https://nsscp.co.uk)

Part 2 – Procedures

10. Reporting Concerns

10.1 All staff must be clear about recording and reporting concerns to the DSL/DSL deputies in a timely way. In the case a pupil is in immediate danger, staff should phone the Police on 999 and inform the DSL that they have done so.

10.2 Pupils in each Trust school will be told how to raise a concern and what mechanism they can use. They will be informed that any referral will be treated seriously.

11. Information Sharing

11.1 All Trust schools are 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’.

11.2 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](#).

11.3 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.

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

11.5 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.

12. Identifying and Monitoring the Needs of Vulnerable Pupils

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

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

13. Multi-Agency Working

13.1 Trust Schools 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](#).

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

- If the child is in need under Section 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 Section 47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

13.3 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.

13.4 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 Virtual School.

13.5 All Schools in the Trust will co-operate with any statutory safeguarding assessments conducted by children’s social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

13.6 Additional Considerations

Where a pupil and/or their family is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.

13.7 In situations where a child in care may be put on to part time timetable, the school will consult with relevant agencies and the virtual school.

13.8 If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Police who will consider a proportionate response.

13.9 If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the [NSPCC’s guidance When to Call the Police](#) may be helpful or contact can be made with the local policing team by calling 101.

13.10 In the rare event that a child death occurs, or a child is seriously harmed, the School must notify the Chief Executive of the Trust and the relevant Safeguarding Children's Partnership as soon as possible to ensure the appropriate action is taken.

14. Fixed-Term and Permanent Exclusions and Commissions Alternative Providers

14.1 This section should be read in conjunction with the School's Behaviour Policy.

14.2 When the fixed-term or permanent exclusion of a pupil is being considered and where additional vulnerabilities are identified it is important that the pupil's welfare is a paramount consideration.

14.3 The Headteacher will consider their legal duty of care when sending a pupil home as the result of an exclusion.

14.4 Wessex Learning Trust schools will exercise its legal duties in relation to its use of such interventions. These include:

- Consideration of whether a statutory assessment should be considered in line with the [Children Act 1989](#)
- Decisions being made in an anti-discriminatory manner in line with the [Equality Act 2010](#) and the [SEND Code of Practice](#)
- Consideration of the pupil's rights under the [Human Rights Act 1998](#)
- Interventions being consistent with statutory guidance [School suspensions and permanent exclusions](#)

14.5 Actions to Take

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm, in line with identifying and monitoring the needs of vulnerable pupils.
- 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

14.6 Commissioning Alternative Provision

In the event where a school in the Trust commissions an Alternative Provision they will ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements and daily monitoring of attendance arrangements for pupils who are not taught on site. Where the pupil is on roll the school will continue to be responsible for the safeguarding of that pupil and will make necessary checks on the provider to meet the needs of the pupil. Written confirmation from the Alternative provider will be obtained to confirm that the relevant checks on staff have been completed as would otherwise be performed for our own staff.

15. Children Missing from Education

15.1 A pupil missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for Early Help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be discussed with the DSL.

15.2 Schools in the Wessex Learning Trust will follow the guidance detailed in [Children Missing Education \(2016\)](#) and their relevant Local Authority Safeguarding Policy for Children Missing Education.

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

- of any pupil who fails to attend school regularly.
- of any pupil who has been absent without the school's permission for a continuous period of 10 school days or more.

15.4 Elective Home Education

The school will notify the Local Authority whenever a parent or carer chooses to withdraw their child from school to be educated at home. Any concerns about the suitability of home education will be shared with the Education Safeguarding Service. If there are significant safeguarding concerns, appropriate action will be taken to ensure the right support is put in place to keep the child safe.

16. Responding to Incidents of Child-on-Child Abuse

16.1 All staff should recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

16.2 Concerns regarding the welfare of pupils and any subsequent support process will be recorded on their safeguarding file.

16.3 Examples of child-on-child abuse can be found in the Key Safeguarding Areas section of this policy. Child-on-child abuse can happen in any environment and is not restricted to school settings.

16.4 All schools in the Wessex Learning Trust:

- Have a zero-tolerance approach to all types of 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 should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.
- 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.

16.5 There are clear systems in place for pupils to report any abuse knowing their concerns will be treated seriously and respectfully.

16.6 Each school in the Trust will handle initial reports of abuse by:

- Securing the immediate safety of pupils 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.

16.7 A diagram outlining our process for responding to child-on-child abuse is available in Appendix B1 of this policy.

16.8 Responding to Incidents of Sexual Violence and Harassment

Reference to Keeping Children Safe In Education (2022) and guidance [Sexual violence and sexual harassment between children in schools and colleges 2021](#) should be made in relation to taking protective action.

16.9 Trust schools will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.
- [The Brook Tool](#) should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from the education psychology team.
- Support and undertake GIFT work as an early intervention when requested.
- Proportionate action will be taken, and consideration given to whether a case can be managed internally or whether support from other support agencies is required.
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault):
 - Cases will be reported to the police regardless of the age of criminal responsibility (10 years old)
 - A concurrent referral to Children Social Care must also be made
 - Children Social Care will determine whether an assessment is required under sections 17 or 47 of the Children Act 1989
 - Where the report includes an online element, the setting will follow the following government guidance [Searching, Screening and Confiscation at School](#) and [Sharing Nudes and Semi-Nudes](#)
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed regularly or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

16.10 Contextual Safeguarding Approach to Child-on-Child Abuse

Each Trust School will minimise the risk of child-on-child abuse taking place by adopting a contextual approach to safeguarding. This enables us and other support services to better identify high-risk groups, areas and environments within our community that increase the risk of abuse occurring and take appropriate action.

16.11 The DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any areas for development. This might 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.

17. Responding to Allegations and Whistleblowing

17.1 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.

17.2 **Low Level Concerns** - This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (2022). 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.

17.3 The schools in the Trust provide a clear procedure for sharing low level concerns. Reports should be made to the DSL/Deputy DSL (or the Headteacher if it is regarding the DSL). All schools should create an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Review and correct any deficits in the setting's safeguarding system.

17.4 Further information on this topic is available in the Dealing with Allegations Against Staff and the Whistleblowing policy, both of which are available on the Wessex Learning Trust website.

18. Mental Health and Well-being

18.1 Each school in the Trust is committed to undertake the following:

- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of learners. This colleague will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively.
- Ensure that pupils can report and share concerns.
- Staff will follow a safeguarding process in terms of reporting concerns outlined in Appendix B1 so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a pupil 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.
- The setting will communicate and work with the pupil 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.

18.2 Contextual Safeguarding Approach to Mental Health

Each Trust school will ensure that preventative measures in terms of providing safeguarding in the curriculum will provide opportunities for pupils to identify when they may need help, and to develop resilience.

18.3 The setting will take a whole-school approach to:

- Deliver high quality teaching around mental health and well-being in the curriculum.
- Having a culture that promotes mental health and well-being.
- Having an environment that promotes mental health and well-being.
- Making sure pupils and staff are aware of and able to access a range of mental health services.
- Supporting staff well-being.
- And being committed to pupil and parent participation.

19. Online Safety

19.1 Online safety is an integrated and interwoven theme with other safeguarding considerations.

19.2 It is essential that the DSL takes a lead on ensuring that interventions are effective. This means co-ordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager/IT Support.

19.3 All schools are committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.

- Online safety is interwoven in safeguarding training for staff and safeguarding in the curriculum for pupils.
- Acknowledging that child-on-child abuse can happen via mobile and smart technology between individuals and groups.
- Provision of education via remote learning will comply with governmental advice [Safeguarding and remote education during coronavirus](#)
- The effectiveness of the setting's ability to safeguarding pupils in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.
- Preparing children with information for any online challenges and hoaxes, sharing information with parents and where to get help.
- Staff, Visitors and Volunteers must never use a personal mobile phone to contact students or take photographs of students. Each school in the Trust will publish its own procedures relating to the use of mobile phones and smart technology by students in their educational setting.

Appendices

Appendix A – Multi-agency contacts for safeguarding in education

- Somerset Contacts
- North Somerset Contacts
- General Contacts

Appendix B1 – Safeguarding response to Mental Health and Child on Child Abuse

Appendix B2 - Dealing with a disclosure of abuse

Appendix C – Types of abuse and neglect

Appendix D – Special actions to take on topical safeguarding issues

Appendix E – COVID addendum policy in the event of a lock-down

Appendix F – Trust School Safeguarding Contacts

Appendix A

Multi-Agency Contacts for Safeguarding in Education

If a child is at immediate risk call the POLICE	Call the POLICE on 999
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If you have concerns about a child or young person in Somerset

To make an URGENT referral (i.e., a child is likely to suffer or is suffering significant harm)	Phone Somerset Direct on 0300 122 2224	
To make a NON-URGENT referral, complete an Early Help Assessment and send to	Email SDInputters@somerset.gov.uk	
To raise concerns or ask for advice about radicalisation	Phone PREVENT DUTY on 01278 647466 or Email PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	Phone the Lighthouse Safeguarding on 01278 649228 Email PreventSW@avonandsomerset.police.uk	
DSL Consultation Line 0300 123 3078	Early Help Hub 01823 3555803	Critical Incident Support EPS SSE 01823 357000
Education Safeguarding Service	Email ESS@somerset.gov.uk	
Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) www.avonandsomerset.police.uk/forms/vul	
Young Carers – advice and support	Phone 0300 123 2224 Email YoungCarersmailbox@somerset.gov.uk	
Primary Mental Health Advice (CAMHS)	Email CYP@somerset.org	

If you have concerns about a professional working with a child in Somerset

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	Local Authority Designated Officer (LADO) Anthony Goble 0300 122 2224 somersetlado@somerset.gov.uk
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**If you have concerns about a child or young person in
North Somerset**

<p>North Somerset Front Door to Wellbeing and Children's Social Care</p>	<p>General Enquiries For information about referrals made, or to speak with a specific social worker phone 01275 888808</p> <p>Consultation and Advice Line All enquiries from professionals in relation to Child Protection phone 01275 888690</p> <p>Monday-Thursday 8.45am-5.00pm, Friday 8.45am-4.30pm</p> <p>Out of hours/weekends - 01454 615165</p> <p>Remember in an emergency please ring 999</p>
<p>To raise concerns or ask for advice about radicalisation</p>	<p>01278 647466</p>

**If you have concerns about a professional working with a child in
North Somerset**

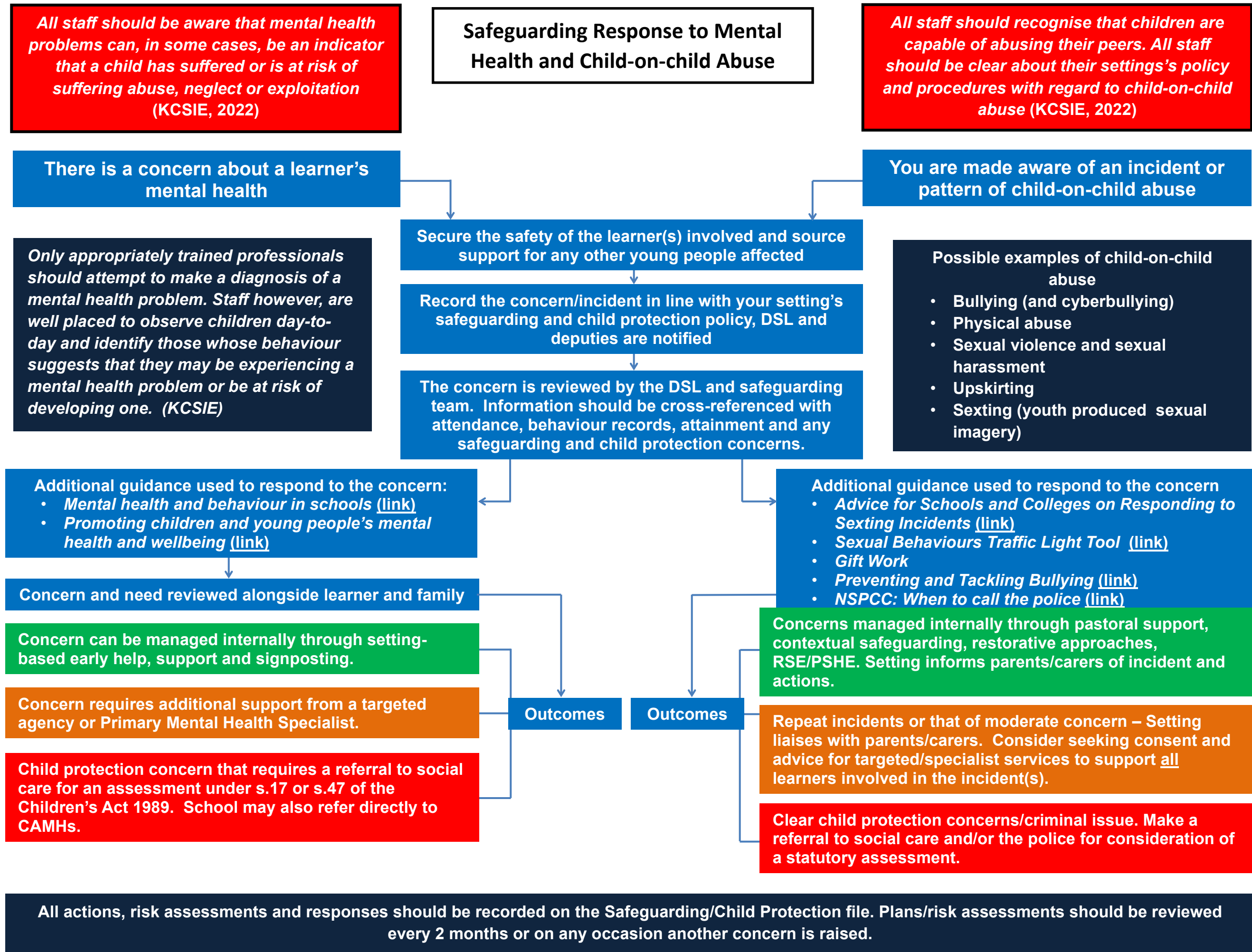
<p>To raise concerns and ask for guidance in relation to the conduct of someone who works with children</p>	<p>Local Authority Designated Officer (LADO) Mrs Julie Bishop 01275 888 211 lado@n-somerset.gov.uk</p>
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**General information and guidance relating to safeguarding
practice, policy and procedures**

<p>Children affected by Forced Marriage and Honour Based Abuse</p>	<p>Government Forced Marriage Unit Phone 020 7008 0151 0207 008 1500 (out of hours). In emergencies, dial 999. Email fmufco@fco.gov.uk</p> <p>Honour Network (Karma Nirvana): Phone 0800 5999 247 (Monday to Friday, 9am – 5pm)</p>
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Online Safety Advice	Professional Online Safeguarding Helpline Phone 0344 381 4772 Email helpline@safinternet.org.uk
Reporting online sexual abuse and grooming	Child Exploitation and Online Protection Command https://www.ceop.police.uk/ceop-reporting/
FGM advice	NSPCC FGM Helpline Phone 0800 028 3550 Email fgmhelp@nspcc.org.uk
Domestic Abuse Helpline	Phone 0800 6949999
Whistleblowing professional policy	NSPCC Whistleblowing hotline Phone 0800 028 0285 Line is available 8.00 am – 8.00 pm (Monday – Friday) Email help@nspcc.org.uk

Appendix B1 – Reporting Concerns



Appendix B2 – Dealing with a Disclosure of Abuse

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

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

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

The Five Rs are helpful in understanding what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer – Record

Appendix C – Types of Abuse and Neglect

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

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

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

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

To address these additional challenges, schools should consider extra pastoral support for children with SEND (KCSIE, 2022).

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

Physical abuse

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

Neglect

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

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving

the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening or not. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix D – Specific Actions to Take on Topical Safeguarding Issues

General or national guidance will not be included here. A summary of specific duties is in [Keeping Children Safe in Education \(2022\)](#).

Links to local guidance can be found in Appendix A of this document.

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

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

Child Exploitation

Child exploitation encompasses both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, the school will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.

Agencies will share ‘Missing persons’ notifications (where a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner’s Safeguarding/Child Protection file.

Domestic Abuse

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

Female Genital Mutilation

[Government guidance](#) on the mandatory duty to report FGM.

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

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

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

Online Safety

Paragraph 132 and 139 of Keeping Children Safe in Education 2022 highlights additional actions schools should take to keep learners safe online.

For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the Professional Online Safeguarding Helpline, T: 0344 381 4772, E: helpline@saferrinternet.org.uk

Where there have been established cases of online abuse or grooming, the school settings should alert - Child Exploitation and Online Protection command (CEOPS)
<https://www.ceop.police.uk/ceop-reporting/>

Serious Youth Violence

To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of '[Offensive Weapons in Education Settings](#)'. It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

- The same day a weapon is found the school should call for a multi-disciplinary assessment of risk.
- Whilst it is acknowledged that the decision to exclude remains with the Headteacher it is recommended that other agencies are consulted to ensure there is no further risks.
- Alternatives to exclusions should be considered first in recognition that by doing so a learner may be at further risk of harm out in the community.
- Police must be notified.

Preventing Radicalisation - The Prevent duty

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

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

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

- Risk assessment.
- Working in partnership.
- Staff training and IT policies.

Private Fostering

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

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

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

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

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

Young Carers

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

Appendix E – COVID-19 Addendum in the Event of a Lock-Down

Corona Virus (COVID-19) Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). All Trust schools are committed to ensuring the safety and wellbeing of all our Children and Young people. Where the DSL and safeguarding team has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person and their family. Details of this plan must be recorded as should a record of contacts made. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. Our school also considers in these times, family circumstances can change quickly and therefore new families may arise as in need or vulnerable. We will keep communication with all families open which can include remote contact, phone contact, door-step visits which will be recorded. We aim to engage with every family on a regular basis. We will also ensure that families are aware of how they may contact our pastoral care/ safeguarding team for support. This will be via our website. Our school will share safeguarding and pastoral support messages on its website and social media pages. We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. We will take this into consideration when providing work and updates families and students. Our school understands that COVID-19 guidance from the government changes and will continue to keep under review this Appendix through the period of COVID-19.

In the event of a further lock down each Trust School has its own contingency plan.

Appendix F – School Safeguarding Contacts

Wessex Learning Trust

Designated Safeguarding Leads, Deputy Designated Safeguarding Leads and Safeguarding Governors

Axbridge Church of England First School Academy

DSL – Dominic Shillabeer (Headteacher)
DDSL – Helen Davies (Nursery Manager)
DDSL – Kellie Nash (Deputy Headteacher)
SG – Kate Browne (Governor – General Safeguarding Concerns)
SG – Zoe Hebden (Governor – Online Safety Concerns)
Website – <http://www.axbridgefirstschool.co.uk/>
Telephone – 01934 732391
Email – office@axbridgefirstschool.co.uk

Brent Knoll Church of England Primary School

DSL – Chris Burman (Headteacher)
DDSL – Hayley Richens (Senior Teacher)
SG – Bev Gore (Governor)
Website - <https://brentknoll.somerset.sch.uk/>
Telephone – 01278 760546
Email – office@brentknoll.somerset.sch.uk

Cheddar First School

DSL – Suzi Smith (Headteacher)
DDSL – Anita Lucas (Foundation Stage Leader/Class Teacher)
DDSL – Sam Wade (Lead Pre-School Practitioner)
SG – Deborah Hale (Governor)
Website – www.cheddarfirstschool.co.uk
Telephone – 01934 742546
Email - office@cheddarfirstschool.co.uk

Draycott and Rodney Stoke Church of England First School

DSL – Will Ewens (Headteacher)
DDSL - Matt Perrett (Senior Teacher)
DDSL – Jo Macleod (Business Manager)
DDSL – Tish Cullen
SG – Hayley Richens (Governor)
Website – www.drfirstschool.co.uk
Telephone – 01934 742052
Email – wewens@shiphamfirst.co.uk

East Brent Church of England Academy

DSL – Fiona Robertson (Executive Headteacher)
DDSL – Jo Brayley (Head of School)
DDSL – Bev Tweedie
SG – Michael Frost (Governor)
Website - <http://www.eastbrentcofeacademy.co.uk/>

Telephone – 01278 760490
Email – office@eastbrentcofeacademy.co.uk

Fairlands Middle School

DSL - Helen Heffernan (Deputy Headteacher)
DDSL – Nicki Maguire (Head of Year 7)
DDSL – Greg Passingham (Head of Year 5)
SG – Phil Maddock (Governor)
Website - <https://www.fairlandsmiddleschool.co.uk>
Telephone - 01934 743186
Email - office@fairlandsmiddleschool.co.uk

Hugh Sexey Middle Church of England Middle School

DSL – Matt Drew (Assistant Headteacher)
DDSL – Paul Tatterton (Deputy Headteacher)
DDSL – Julie Harrison (Head of Year 7)
SG – Gemma Wilcox (Governor)
Website – <http://www.hughsexey.com>
Telephone – 01934 712211
Email – school@hughsexey.org.uk

Kings Academy

DSL – Kay Lewis (Assistant Headteacher)
DDSL – Matt Rigg (Head of House)
DDSL – Rachel Wright (Head of Sixth Form)
SG – Chris Thurling (Governor)
Website – <http://www.kowessex.co.uk>
Telephone – 01934 742608
Email – office@kowessex.co.uk

Lympsham Church of England Academy

DSL – Fiona Robertson (Executive Headteacher for Mark and East Brent)
DSL – From 22.09.22 Katie Turner (Headteacher)
DDSL – Donna Pennington (Teacher)
SG – Christian Oliver (Governor)
Website - <http://www.lympshamcofeacademy.co.uk/>
Telephone – 01934 751017
Email – office@lympshamcofeacademy.co.uk

Mark First and Pre – School Church of England Academy

DSL – Fiona Robertson (Executive Headteacher)
DDSL – Jo Collyer (Head of School & SENDCo)
DDSL – Carolyn Brierley (SENTA & After School Club Supervisor)
DDSL – Lisa Banwell (Pre-school Manager)
SG – Lorraine Clark (Governor)
Website – <http://www.markfirstschool.co.uk/>
Telephone – 01278 641262
Email – office@markfirstschool.co.uk

Nailsea Secondary School

DSL – Dominic Graffagnino (Assistant Headteacher)
DDSL – Rachel Tudor (Safeguarding officer)
SG – Jo Hopkinson (Governor)
Website – <https://www.nailseaschool.com>
Telephone – 01275 852251
Email – safeguardingteam@nailseaschool.com

Sandford Primary School

DSL – Angie Stevens (Head of School)
DSL – Sara Gooding
DDSL – Lorna Richardson (Executive Headteacher)
SG – Belinda Hancock (Governor)
Website – www.sandfordprimary.org
Telephone – 01934 852602
Email – office@sandfordprimary.org

Shipham Church of England First School

DSL – Will Ewens (Headteacher)
DDSL - Matt Perrett (Senior Teacher)
DDSL – Jo Macleod (Business Manager)
SG – Hayley Richens (Governor)
Website – www.shiphamfirst.co.uk
Telephone – 01934 843485
Email – wewens@shiphamfirst.co.uk

Weare Academy First School Church of England

DSL – Dawn Tomkies (Safeguarding and Education Welfare Lead)
From 18.11.22 DSL – Emma Tovey (Executive Headteacher)
DDSL – Sara Packer (Assistant Headteacher)
DDSL – Lana Whittaker (Pre-school Manager)
DDSL – Baishali Chatterjee (Pre-school Deputy Manager)
SG – Matt O'Connor (Governor)
Website – <http://www.weareacademy.co.uk/>
Telephone – 01934 732270
Email – office@weareacademy.co.uk

Wedmore First School

DSL – Dawn Tomkies (Safeguarding and Education Welfare Lead)
From 16.09.22 DSL – Shelly Kent (Deputy Headteacher)
DDSL – Daisy Ham (Acting Nursery Manager)
SG – Craig Middleton (Governor)
Website – <http://www.wedmorefirstschool.org.uk>
Telephone – 01934 712643
Email – office@wedmorefirstschool.org.uk

Winscombe Primary School

DSL – Andrea Muxworthy (Head of School)
DDSL - Lorna Richardson (Executive Headteacher)
DDSL – Claire Humphrey (Class Teacher)
SG – Belinda Hancock (Governor)
Website – www.winscombeprimaryschool.com

Telephone – 01934 843407

Email – office@winscombeprimaryschool.com

Key:

DSL = Designated Safeguarding Lead

DDSL = Deputy Designated Safeguarding Lead

SG = Safeguarding Governor