SPAGHETTI BRIDGE

Child Protection & Safeguarding Policy

Policy Owner	Director of Quality and Governance
Applies to	This policy applies to all services
Associated Documents	Other related policies:- Relational Approach Policy Staff Conduct Policy Staff Code of Conduct Complaints Policy Health and Safety Policy Attendance Policy ICT & Acceptable Use Policy Equality Policy First Aid Policy Curriculum Policy Personal Social Health and Economic (PSHE) Policy SEN Policy and Information Report Conflict Resolution Policy - Safeguarding Anti-Bullying Policy Artificial Intelligence Policy Safe Touch (including RPI) Policy Safer Recruitment Policy Reporting Low Level Concerns Procedure
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Approved by Chief Executive Officer	
Approved by the Chair of the Board	

SPAGHETTI BRIDGE

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1. Aims, Scope, Legal Framework and Definitions

a. Aims

The school aims to ensure that:

- Children are safeguarded and their welfare promoted through a strong, child-centred safeguarding culture and practice.
- All staff understand their safeguarding responsibilities and know how to recognise, report, and respond to safeguarding concerns.
- The school works effectively with other agencies, families, safeguarding partners, to provide appropriate help, support, and protection for children and their families.
- Children and families are listened to and their experiences accounted for in safeguarding decisions.

The Child Protection and Safeguarding Policy establishes safeguarding responsibilities, thresholds, reporting arrangements, accountability and the school's response to harm. Supporting policies and procedures provide the detailed arrangements for implementing these requirements.

b. Legal Framework

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026, and our governance procedures. We comply with this guidance and the local multi-agency safeguarding arrangements established by the statutory safeguarding partners in each area in which our schools operate.

This policy is also based on the following legislation:

- The Children Act 1989 and Children Act 2004
- The Education (Independent School Standards) Regulations 2014
- Female Genital Mutilation Act 2003 and the Serious Crime Act 2015
- Statutory guidance on FGM
- Safeguarding Vulnerable Groups Act 2006
- Statutory guidance on the Prevent duty, and Counter-Terrorism and Security Act 2015
- The Human Rights Act 1998
- The Equality Act 2010
- The Care Act 2014
- Information sharing to safeguard children and young people
- Regulated activity: removal of the supervision exemption
- Children's wellbeing and schools act 2026
- Mental capacity act 2005
- Information sharing duty: Operation Encompass 2025
- Domestic Abuse Act 2021
- Crime and policing act 2026
- Information sharing duty: Statutory guidance for safeguarding organisations and their practitioners 2026

Detailed requirements arising from this legislation and guidance are incorporated into the relevant sections of this policy and associated school policies and procedures.

c. Scope

This policy applies to all students and all adults working in or on behalf of the school, including employees, agency staff, contractors, volunteers and visitors.

d. Definitions

Safeguarding and promoting the welfare of children means:

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

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

The four main categories of child abuse are:

- **Physical abuse:** Causing physical harm to a child, including through hitting, shaking, burning, poisoning or other physically harmful actions.
- **Emotional abuse:** Persistent emotional maltreatment that adversely affects a child's emotional development, including humiliation, intimidation, rejection or exposure to harmful treatment.
- **Sexual abuse:** Involving a child in sexual activities, whether through physical contact or non-contact activities, including online abuse, grooming and the creation or sharing of sexual imagery.
- **Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of their health or development.

Abuse may involve more than one category and may occur within or outside the home, in school, in the community or online. Staff must report any concerns in accordance with the school's safeguarding procedures, regardless of whether they can identify a particular category of abuse.

A **child** is anyone under the age of 18. Spaghetti Bridge Schools educate students aged 6–19. Students aged 18 or over are legally adults. Arrangements for safeguarding students aged 18 and over are outlined in Section 3 of this policy.

2. Our Safeguarding Culture, approach to Equality, Diversity and Inclusion, and safeguarding LGBTQ+ students

a. Our Safeguarding Culture

At Spaghetti Bridge, safeguarding is everyone's responsibility and is embedded in the everyday culture and practice of our schools. We believe that children are safest when they are known, valued and listened to, and when they have trusting, responsible, and

professional relationships with adults who care, are curious about their experiences and responsive to their individual needs.

Our safeguarding practice is child-centred and founded in relationships. We recognise that children may communicate their experiences in different ways and that additional needs, personal traits, disability or communication differences can create barriers to children being heard. We remain professionally curious and do not allow a child's diagnosis, needs, behaviour or previous experiences to prevent us from recognising or responding to possible harm. We seek to balance protection from harm with children's dignity, agency and right to participate, using proportionate and least-restrictive approaches.

We promote an open culture in which children, families and staff feel able to raise concerns, know how to raise and who to direct their concerns, and are confident that they will be listened to, taken seriously and responded to appropriately. We work in partnership with children, families and other agencies and continually learn from safeguarding concerns, incidents and lived experience to strengthen safeguarding practice across our schools.

Each school will maintain an evidence-informed Safeguarding Development Plan as part of the wider School Development Plan, which is regularly reviewed and updated to reflect the school's safeguarding context, emerging risks, safeguarding data and trends, staff learning, findings from audits and reviews, and the experiences of students, families and staff. The plan will identify priorities for improvement, actions to be taken and arrangements for assessing their implementation and impact.

Spaghetti Bridge is committed to developing a culture of continuous learning and improvement in all areas of our practice, including safeguarding. We recognise that effective safeguarding practice requires ongoing reflection, trusting relationships, professional curiosity and a willingness to challenge existing approaches. We actively seek to learn from safeguarding concerns, incidents, audits, external reviews and, importantly, the lived experiences of students, families and staff. This learning informs our safeguarding practices, staff development and Safeguarding Development Plans, ensuring that our approach continues to evolve and improve in response to the needs and experiences of our school communities.

b. Equality, Diversity and Inclusion

Spaghetti Bridge is committed to safeguarding all students equally, recognising that their individual characteristics, experiences, vulnerabilities and circumstances may influence the risks they face and their ability to access support. This includes students with special educational needs and disabilities, young carers, children in care, refugees and children seeking asylum, and students from different cultural, religious and linguistic backgrounds, including those for whom English is an additional language.

We also recognise that families have diverse backgrounds, circumstances and support needs that may influence their ability to engage with safeguarding processes. We aim to work collaboratively with parents and carers, recognising and responding to potential barriers to communication, participation and access to support.

Our safeguarding practice is inclusive, non-discriminatory and responsive to the individual

needs of students and their families, ensuring that all students are heard, protected and supported, with their safety and welfare remaining paramount.

c. Safeguarding LGBTQ+, Socially Transitioning, and Gender Questioning Students

Spaghetti Bridge welcomes and values students of all identities and backgrounds. We recognise that creating a safe and inclusive school community, where difference is celebrated and every student experiences a strong sense of belonging, is fundamental to effective safeguarding.

We recognise that students who are lesbian, gay, bisexual, transgender or queer (LGBTQ+), including those with other sexual orientations or gender identities, those who are questioning their gender, who have fully socially transitioned or are in the process of social transitioning, or those who are perceived to be LGBTQ+ or any of these listed characteristics, may experience additional safeguarding risks, including bullying, discrimination, harassment or barriers to seeking support. Being LGBTQ+ or having any of these listed characteristics is not in itself a safeguarding concern.

Staff will respond sensitively to students' individual circumstances, ensuring that they feel safe, respected, listened to and supported. Where students are questioning their gender, the school will follow the specific safeguarding arrangements outlined in Section 9 of this policy.

d. Young Carers

Spaghetti Bridge recognises that young carers have caring responsibilities that may impact behaviour, attendance, and wellbeing and that early intervention and multi-agency working are key in ensuring that these needs are recognised early and appropriate services are put in place.

3. Our Approach to Safeguarding

a. Safeguarding Through Meeting Need, Building Relationships, and Managing Risk

At Spaghetti Bridge, safeguarding is broader than responding reactively to safeguarding concerns. Keeping students safe begins with building strong and trusting relationships, creating a sense of safety and belonging, understanding each student's individual needs, vulnerabilities and risks, and ensuring that appropriate provision is in place to meet those needs.

This begins at admission, when the school begins to build relationships with the student and their family, develops an understanding of each prospective student's needs, vulnerabilities and risks and considers whether it can provide the environment, provision and support necessary to keep the student and others safe. Where the school cannot safely meet a student's needs, a placement will not be offered.

Following admission, each student's needs and risks are understood and supported through their individual plans, including their Relational Support Plan and risk assessments.These are reviewed and adapted as students develop and as new needs or risks emerge.

This preventative and relational approach enables many risks to be anticipated, reduced and safely supported as part of everyday school practice. However, existing needs, risk assessments or support strategies must never prevent staff from recognising that a student's behaviour or presentation may indicate that they have experienced, are experiencing, or are at risk of harm.

Spaghetti Bridge is committed to minimising the use of restrictive interventions through preventative, relational and needs-led practice. Any use of reasonable force or restrictive intervention must be lawful, necessary, proportionate and consistent with the school's Safe Touch (Including RPI) Policy, including requirements for recording, reporting and reviewing interventions.

b. Recognising and Reporting Safeguarding Concerns

Staff should remain professionally curious about changes in a student's behaviour, presentation, relationships or circumstances and consider whether these may indicate a safeguarding concern.

All staff must understand the four main categories of child abuse identified in *Keeping Children Safe in Education*: physical abuse, emotional abuse, sexual abuse and neglect. Staff must also remain alert to other forms of harm, including exploitation, bullying, radicalisation, gangs and online harm, including cyber crime. All staff should know that safeguarding concerns may involve multiple forms of abuse or harm and should be considered in the context of each student's individual circumstances.

Staff are not expected to determine whether a concern meets a statutory safeguarding threshold before reporting it. Where a member of staff has a concern about a student's safety or welfare, or is uncertain whether an observed change or incident may indicate harm, they must follow the school's safeguarding reporting process and seek advice from the DSL or safeguarding team.

Central to recognising safeguarding concerns is creating relationships and environments in which students feel safe to communicate when something is wrong. Staff should build trusting relationships with students, listen to them, take their concerns seriously and ensure they know how and who they can talk to if they do not feel safe.

Staff should recognise that students may communicate concerns in different ways. A student may not make a direct verbal disclosure, and changes in behaviour, communication, emotional regulation, engagement or relationships may indicate that something is wrong. Staff should understand each student's individual communication needs and ensure that appropriate communication methods and support are available to enable them to express concerns.

A student's identified needs, diagnosis, behaviour or existing support strategies must never prevent staff from considering whether they may have experienced, be experiencing, or be

at risk of harm. Staff should be particularly alert to changes from a student's usual presentation or patterns of behaviour.

All safeguarding concerns must be acted upon without delay. Where a child is in immediate danger or requires immediate protection, staff must take appropriate action to secure their safety and contact the safeguarding team immediately.

The school will ensure that safeguarding information and reporting arrangements are accessible and understandable to students and families, taking account of individual communication and accessibility needs. Students and families will be supported to raise concerns, understand how these will be responded to, and contribute meaningfully to safeguarding decisions where appropriate. Their experiences and feedback will be actively sought and used to evaluate and improve safeguarding practice.

Staff must recognise that children and young people may experience domestic abuse, including coercive and controlling behaviour, within their own intimate relationships or through abuse involving family members. Children may experience harm directly or through seeing, hearing or experiencing the effects of domestic abuse.

Staff who become aware of a possible private fostering arrangement must inform the DSL, who will ensure that the relevant local authority is notified.

c. Reporting Incidents and Safeguarding Concerns

Students at Spaghetti Bridge may have identified needs that can result in behaviours which present a risk to themselves or others. Where these risks are known, assessed and understood, appropriate strategies and provision will be identified within the student's Relational Support Plan and risk assessment to reduce and manage the risk. Where an incident is consistent with these known needs, falls within **Levels 1–3 of the Spaghetti Bridge Risk Framework**, and existing strategies are sufficient to manage the risk to an acceptable level, the incident should be recorded and responded to as an incident, not safeguarding.

However, staff must remain professionally curious and consider whether an incident may indicate that a student's needs, circumstances or level of risk have changed, or that they may have experienced or be at risk of harm. **Any incident assessed at Level 4 (significant risk) or Level 5 (severe risk) must automatically be reported as a safeguarding concern**, regardless of whether the behaviour or risk is already known. Incidents at Levels 1–3 must also be reported as safeguarding concerns where existing strategies are no longer sufficient to manage the risk, where there is an unexplained change or escalation in behaviour or need, where there is reason to believe that the student may have experienced or be at risk of harm or where a member of staff is otherwise concerned about the student's safety or welfare.

Where staff are uncertain whether an incident should be reported as a safeguarding concern, they should seek advice from the DSL or safeguarding team. Staff should never avoid reporting a safeguarding concern or incident because a student's behaviour is associated with a known need or their usual behaviour.

d. Safeguarding and SEND

Spaghetti Bridge recognises that students with special educational needs and disabilities may face additional safeguarding risks and barriers to recognising, communicating or reporting harm. Staff must remain alert to the possibility that indicators of abuse, neglect or exploitation may be mistakenly attributed to a student's identified needs, diagnosis or established patterns of behaviour. Safeguarding practice must take account of each student's individual communication needs and ensure that their experiences, wishes and concerns are recognised and heard.

e. Children Who Are Looked After, Previously Looked After, Or Have A Social Worker

The school recognises that children who are looked after, previously looked after, or have a social worker may experience additional safeguarding risks or barriers to learning arising from their individual circumstances and experiences.

The DSL will work closely with the designated teacher, social workers, carers, virtual school heads and other relevant professionals, as appropriate, ensuring that safeguarding decisions take account of each child's circumstances, care arrangements, individual needs and experiences.

Relevant information will be shared appropriately to support the child's safety, wellbeing and education.

f. Safeguarding Students Aged 18 and Over

Spaghetti Bridge provides education to students aged 6–19. While students aged 18 and over are legally adults, the school's commitment and responsibility to safeguard and promote their safety and wellbeing remains unchanged.

The safeguarding principles, internal reporting procedures and expectations set out in this policy apply to all students, regardless of age. However, where a safeguarding concern involves a student aged 18 or over, the school will consider the relevant adult safeguarding legislation and procedures, including the Care Act 2014, and make referrals to adult safeguarding services or other appropriate agencies where necessary.

Safeguarding decisions involving adult students will respect their rights, wishes, consent and decision-making capacity, in accordance with relevant legislation, including the Mental Capacity Act 2005. The school will continue to work collaboratively with families and other agencies where appropriate and lawful.

g. Contextual Safeguarding

Each school will regularly assess its safeguarding context, including relevant risks within the communities in which students reside and the community local to the school, emerging safeguarding concerns within and around the school, and patterns identified through school safeguarding data. This assessment will inform the school's safeguarding priorities, risk management, staff learning and Safeguarding Development Plan.

h. Safer Recruitment

Spaghetti Bridge is committed to safer recruitment and to ensuring that all adults working with students are appropriately checked and suitable for their roles.

The school and Group are committed to safer recruitment practices that deter, identify and reject people who may be unsuitable to work with children. All recruitment follows Part three of *Keeping Children Safe In Education* (2026) and the Group's Safer Recruitment Policy, which sets out the full procedures. Every recruitment panel includes at least one member trained in safer recruitment. Job adverts and application packs make clear the school's commitment to safeguarding. Applicants complete a full application form and any gaps in employment history are explored at interview. References are sought before interview wherever possible and verified with the referee. The school also carries out online searches on shortlisted candidates as part of its due diligence.

Posts are offered subject to satisfactory pre-employment checks which are completed prior to colleagues taking up their posts. Relevant pre-employment checks are recorded on the single central record. These include:

- Verification of identity.
- An enhanced DBS certificate with a children's barred list check for those engaging in regulated activity.
- A prohibition from teaching check for those undertaking teaching work.
- A section 128 check for those in management roles.
- Verification of the right to work in the UK, relevant qualifications, and fitness to carry out the role.
- Further checks for anyone who has lived or worked outside the UK.

If an enhanced DBS certificate has not been received before a start date, the person may only begin work once a separate barred list check and a risk assessment are in place, and they must be appropriately supervised until the certificate arrives.

These standards apply equally to volunteers. Volunteers who regularly teach, train, instruct, care for or supervise children are treated as engaging in regulated activity whether or not they are supervised, and require an enhanced DBS certificate with a barred list check. For agency staff, supply staff and contractors, the school obtains written confirmation that the required checks have been carried out, and verifies each individual's identity on arrival. Safer recruitment is the beginning of the school's safeguarding culture, not the end of it. Staff must report any change in their circumstances that may affect their suitability to work with children.

i. Children Missing from Education

The school recognises that children missing education, particularly on repeated occasions, may be at increased risk of abuse, neglect, exploitation or other safeguarding concerns.

The school will monitor attendance, respond promptly to unexplained absence and follow statutory requirements for notifying the local authority when children leave the school roll or

are otherwise identified as missing education. Safeguarding concerns arising from absence will be reported and addressed in accordance with this policy.

Detailed arrangements are set out in the school's Attendance Policy and Children Missing Education procedures.

j. Safeguarding Beyond the School Site

Spaghetti Bridge recognises that learning takes place in a range of environments, including alternative provision, work experience placements, community settings and through remote learning. Our responsibility to safeguard students extends to these arrangements.

Where students participate in alternative provision, work experience or other learning activities delivered by external organisations, the school will ensure that appropriate safeguarding arrangements are in place. This includes assessing the suitability of the provision, considering individual student needs and risks, obtaining appropriate safeguarding assurances and monitoring the effectiveness of arrangements throughout the placement. The school retains safeguarding oversight when students attend alternative provision.

Where learning takes place remotely, for example home-learning arrangements, the school's safeguarding policies, reporting procedures and expectations for professional conduct continue to apply. Appropriate arrangements will be maintained to protect students' safety, privacy and wellbeing, including through safe communication, online safety measures and regular contact with students and families.

Where school premises are used by external organisations or individuals to provide activities or services involving children, the school will ensure that appropriate safeguarding arrangements are established, including clear responsibilities for responding to concerns and allegations.

k. Students Living in Temporary Accommodation

Spaghetti Bridge recognises that students living in temporary accommodation may experience circumstances that increase their vulnerability to harm and affect their safety, wellbeing, attendance and education.

Under the Temporary Accommodation Notification Duty, local housing authorities have a statutory responsibility to notify schools when a child is placed in qualifying temporary accommodation, where the required agreement has been obtained.

In cases in which the school receives a notification, the DSL or safeguarding team will consider the student's individual circumstances, assess any additional safeguarding or support needs, and work with the student, family and relevant agencies to provide appropriate support.

I. Abduction, Unauthorised Removal from School, and Prevention of a Student's Access to Education

We recognise the risk of child abduction, attempted abduction and the unauthorised removal from school or the prevention of a student's access to education by a parent, family member, acquaintance or stranger. The school also recognises that approaches by unfamiliar adults and other community safety incidents may present safeguarding concerns.

When concerns of this nature arise, staff must follow all safeguarding procedures, including contacting emergency services if they have a concern that a child is at immediate risk of harm where appropriate.

4. Family Help and Working Partnership, Referrals, Professional Challenge, and Escalation

a. Family Help

Children and families should receive the right help at the right time. Where a student or their family would benefit from additional help or support, the school will work in partnership with the student, their family and relevant agencies to identify needs and ensure appropriate support is provided.

In line with local arrangements, KCSIE 2026 and Working Together to Safeguard Children, this may include support from universal or community services, targeted support, or Family Help. Where appropriate, the school will contribute to multi-agency assessments and plans, share relevant information and participate in meetings to support the child and their family.

The DSL will maintain oversight of safeguarding-related Family Help arrangements and local services in the local areas of the students at the school (which may be different from the local authority in which the school is located) and ensure that support is regularly reviewed. Where a child's circumstances do not improve, needs increase, or concerns about their safety or welfare escalate, the school will consider whether further support or referral to children's social care is required.

b. Referrals

Where there is concern that a child may be in need of statutory support or protection, a referral should be made to local authority children's social care in accordance with local procedures. The DSL or deputy will normally make or coordinate the referral; however, any member of staff can make a referral directly to children's social care where necessary and does not require permission from the DSL to do so. Where a member of staff makes a referral directly, they should inform the DSL as soon as possible.

Children's social care should acknowledge a referral and determine the next course of action within one working day. The referrer should be informed of the action that will be taken, including where children's social care determines that no further action is required.

Where a safeguarding concern involves a student aged 18 or over, the DSL will consider whether a referral to adult safeguarding services or another appropriate agency is required, in accordance with relevant legislation and local procedures.

The DSL or person making the referral must follow up if this information is not received. The school will continue to support the student, keep their circumstances under review and contribute to any assessment, Family Help, child in need or child protection arrangements as required.

Where a child is in immediate danger or requires immediate protection, staff must take immediate action to secure their safety and contact emergency services as appropriate.

c. Professional Challenge and Escalation

Where the school remains concerned about a child's safety or welfare and considers that the response of another agency does not adequately address the level of need or risk, the DSL will seek further discussion and escalate the concern in accordance with the relevant local safeguarding partnership's escalation or professional disagreement procedures.

Staff must escalate concerns internally where they believe that a safeguarding concern has not been appropriately recognised or responded to. Where a member of staff remains concerned following the response of the safeguarding team, they should raise this with the DSL or Headteacher and, where necessary, their Group Safeguarding Partner. Concerns may also be raised with the school's Safeguarding Governor. Nothing in the school's internal escalation process prevents a member of staff from making a direct referral to children's social care where they believe this is necessary to safeguard a child.

Professional disagreement or uncertainty must never result in a child being left at risk while agencies determine responsibility or the appropriate course of action.

d. Informing Parents and Carers

The school will seek to work openly and collaboratively with parents and carers when safeguarding concerns arise. Parents and carers will normally be informed when the school is making a referral to children's social care and, where appropriate, will be involved in discussions about the help and support their child may need.

However, the school will not inform a parent or carer before making a referral, or will delay informing them, where doing so could place the child or another person at increased risk of harm, compromise a child protection enquiry or police investigation, lead to the loss or destruction of evidence, or otherwise undermine efforts to safeguard the child. Where there is uncertainty about whether parents or carers should be informed, the DSL will seek advice from children's social care and/or the police before doing so.

A referral will not be delayed because the school has been unable to contact a parent or carer or obtain their agreement where there is a safeguarding concern that requires referral. The decision about whether, when and how parents or carers are informed will be recorded, including the rationale where they are not informed or where informing them is delayed.

5. Child-On-Child Abuse, Harmful Sexual Behaviour, Bullying, and CCE and CSE

a. Child-On-Child Abuse

Spaghetti Bridge recognises that children can abuse and harm other children and that this can occur inside or outside school and online. Child-on-child abuse can occur between two children or within groups and can affect children of any age, sex or gender.

All staff should maintain an attitude of “it could happen here”. The absence of reported incidents does not mean that child-on-child abuse is not occurring. Staff should remain alert to changes in behaviour, relationships, emotional wellbeing or engagement that may indicate that a student is experiencing harm.

Child-on-child abuse may include bullying, including cyberbullying; physical abuse; sexual violence and sexual harassment; harmful sexual behaviour; abuse within intimate personal relationships between children; consensual and non-consensual sharing of nude and semi-nude images; upskirting; initiation or hazing-type behaviour; and other forms of violence, intimidation, exploitation or abuse.

Child-on-child abuse must never be dismissed or normalised as “banter”, “having a laugh”, part of growing up or an inevitable consequence of a student's additional needs. The school recognises that students' individual needs, developmental understanding and communication differences may be relevant to understanding behaviour and determining an appropriate response, but these must never prevent potentially harmful behaviour from being recognised and responded to.

Where child-on-child abuse is reported or suspected, the safeguarding team will assess the risks and support needs of all students involved, including the student who may have experienced harm, the student alleged to have caused harm and any witnesses or other affected students. Appropriate protective arrangements, such as situational risk assessments, will be established, taking account of risks within baserooms, shared spaces, school transport, online environments and other relevant settings. These arrangements will be recorded, monitored and reviewed as circumstances change.

b. Harmful Sexual Behaviour

Harmful sexual behaviour (HSB) includes sexual behaviour expressed by children that may be developmentally inappropriate, harmful towards themselves or others, or abusive. Sexual behaviour exists on a continuum, and the school's response will take account of the nature of the behaviour, the children's developmental understanding, individual needs, context, consent, power imbalance, frequency and impact.

Sexual harassment and sexual violence are never acceptable and will not be tolerated or dismissed as banter or an inevitable part of growing up. Staff will respond to concerns in a child-centred and proportionate way, considering the safety and support needs of all children involved while ensuring that the needs of the child who has experienced harm remain central.

Where an allegation of sexual violence is made, the safeguarding team will take immediate steps to protect and support all students involved, with particular attention to the safety and wishes of the student who may have experienced harm. The DSL will consider referrals to children's social care and the police in accordance with statutory guidance, including the expectation that reports of rape, assault by penetration or sexual assault are referred to the police. Appropriate risk assessments and protective arrangements, including separation where necessary, will be implemented without waiting for the outcome of external investigations. These arrangements will be regularly reviewed and will not be treated as a determination of guilt.

c. Bullying

Bullying can cause significant physical and emotional harm and, in some circumstances, may constitute a safeguarding concern. This includes bullying that occurs face-to-face or online and bullying related to a child's disability, additional needs, race, religion, sex, gender, sexual orientation, gender reassignment or other characteristics.

All reports of bullying will be taken seriously and responded to in accordance with the school's relational and anti-bullying procedures. Where bullying indicates that a child has experienced, is experiencing, or may be at risk of harm or other abuse, staff must also follow the school's safeguarding reporting process. Repeated or escalating incidents should be considered cumulatively rather than viewed only as isolated events.

d. Child Criminal Exploitation and Child Sexual Exploitation

Spaghetti Bridge recognises that children may experience criminal or sexual exploitation, including through coercion, manipulation, threats, deception or an imbalance of power. This may involve county lines activity, the exchange of sexual activity for something the child needs or wants, or exploitation through online relationships. Children may not recognise that they are being exploited or may appear to participate willingly. Staff must remain alert to potential indicators of exploitation and report concerns promptly in accordance with the school's safeguarding procedures, whilst recognising that these forms of exploitation may constitute modern slavery.

6. Low Level Concerns, Allegations Against Adults and Whistleblowing

a. Allegations Against Adults That May Meet the Harm Threshold

Spaghetti Bridge promotes an open culture in which concerns about the conduct of adults are recognised, reported and responded to appropriately. All staff should feel confident to raise concerns about the behaviour of any adult working in or on behalf of the school, however uncertain they may be about whether the concern meets the harm threshold.

An allegation may meet the harm threshold where an adult working in or on behalf of the school has:

- 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 they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Any concern or allegation that may meet the harm threshold must be reported immediately to the Headteacher, who will act as case manager unless otherwise decided by the group Head of Human Resources. Where the concern relates to the Headteacher, it must be reported directly to the Executive Chairman, who will appoint a case manager on behalf of the proprietor.

The case manager must immediately inform the Head of Human Resources that the allegation has been raised.

The case manager will consider the allegation in accordance with KCSIE and will contact the Local Authority Designated Officer (LADO) where the harm threshold is met or may be met or where advice is required. The school will not undertake an internal investigation or interview the adult concerned before seeking LADO advice where this could compromise the safeguarding process.

Where a child is in immediate danger or a criminal offence may have been committed, children's social care and/or the police will be contacted as appropriate.

The school will fulfil its statutory responsibilities to make referrals to the Disclosure and Barring Service and, where applicable, the Teaching Regulation Agency or other relevant professional regulators, in accordance with statutory guidance and the school's allegations procedures.

b. Low Level Concerns

A low-level concern is any concern, no matter how small and even if it amounts to no more than a sense of unease or a “nagging doubt”, that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside work.
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

All low-level concerns should be reported using Bridgelink’s low level concerns reporting procedure. Staff are encouraged to report concerns even where they are uncertain about their significance. This log is sent to the CEO and the Head of Human Resources (not the school Headteacher or other members of the SLT), who decide on behalf of the proprietor whether this should be referred to and managed at the school level or followed up at Group Level.

Concerns about the CEO or Head of Human Resources should not be reported using Bridgelink, but instead should be reported directly to the Executive Chairman.

Low-level concerns will be recorded and reviewed by the Safeguarding Governance Team and by the school so that patterns of concerning, inappropriate or unacceptable behaviour can be identified. Where a pattern is identified, the group and/or school will consider whether further action is required.

Staff are encouraged to self-report any conduct or situation involving themselves that may be inconsistent with the Staff Code of Conduct, even where they are uncertain whether it constitutes a low-level concern. Self-reporting supports a culture of openness, accountability, reflection and professional learning.

c. Escalations and Whistleblowing

Spaghetti Bridge promotes a culture in which staff are able to raise concerns about safeguarding practice without fear of inappropriate consequences.

Where a member of staff believes that a concern about an adult has not been appropriately addressed, is unable to use the usual reporting route because of a concern around a potential conflict of interest, or has concerns about the school's safeguarding practice that they feel is not being addressed by the school, they should raise this through the school's escalation or whistleblowing policy and procedures.

Where staff feel unable to raise a concern internally, or believe that a safeguarding concern is not being addressed, they may use appropriate external whistleblowing routes, including seeking advice from the LADO where the concern relates to an adult working with children.

7. Recording, Record Keeping, and Information Sharing

a. Recording Safeguarding Concerns

All safeguarding concerns, disclosures, decisions and actions must be recorded accurately and promptly using BridgeLink.

Records should be factual, distinguish between observations and professional judgements, and include the student's own words wherever possible. Records should document the nature of the concern, actions taken, decisions made, the rationale for those decisions, timelines for decisions and actions, and any follow-up required.

The DSL is responsible for; ensuring that new safeguarding logs are read and actioned by a member of the safeguarding team on the same day as they are logged; that safeguarding logs and records, including the notes from the school safeguarding meeting, are regularly reviewed, updated and maintained appropriately; this includes recording referrals, communication with external agencies and families, and the outcomes of safeguarding actions.

Staff who raise safeguarding concerns will receive appropriate feedback to confirm that their concerns have been considered and to clarify any further actions required of them, subject to confidentiality and information-sharing requirements.

b. Safeguarding Records and Confidentiality

Safeguarding records will be maintained securely, with access restricted to authorised individuals who require the information to fulfil their safeguarding responsibilities.

Child protection records will be maintained separately from general student records and managed in accordance with the school's data protection and records retention procedures.

When a student transfers to another school or education setting, the DSL will ensure that their child protection file is transferred securely and separately from their main student file, as soon as possible and within the timescales set out in KCSIE. The school will obtain confirmation of receipt and consider whether other relevant information needs to be shared before the student's arrival to support a safe transition.

c. Information Sharing

Spaghetti Bridge recognises that effective information sharing is essential to safeguarding children. Relevant information will be shared with safeguarding partners, children's social care, the police and other appropriate agencies when necessary to protect children and promote their welfare.

Information will be shared lawfully, securely and proportionately, in accordance with UK data protection legislation and statutory safeguarding guidance. Staff must not allow uncertainty about data protection or consent to prevent necessary and lawful information sharing where a child may be at risk of harm.

Where appropriate and safe, children and families will be informed about how their information is shared. Decisions to share or withhold safeguarding information, including the reasons for those decisions, will be recorded.

8. Online Safety, Artificial Intelligence, Filtering and Monitoring, and Mobile Phones

a. Online Safety

Spaghetti Bridge recognises that online safety is an integral part of safeguarding. The school takes a whole-school approach to protecting students from online harm while supporting them to develop the knowledge, skills and understanding needed to engage safely and responsibly with digital technologies.

Spaghetti Bridge recognises that online safeguarding risks can be understood through four categories: Content (exposure to harmful or inappropriate material), Contact (harmful interactions with others, including through AI systems), Conduct (online behaviour that causes harm to oneself or others) and Commerce (financial exploitation, scams and other commercial risks). These four categories inform the school's approach to online safety, including safeguarding procedures, staff training, student education and the safe use of digital technologies.

Online safeguarding risks include exposure to harmful content, online bullying, grooming, exploitation, harmful contact and unsafe online behaviours. These risks may arise both within and outside school.

The school provides age-appropriate and needs-responsive online safety education through its curriculum and works with families to support students' safe use of technology. All online safeguarding concerns must be reported through the school's safeguarding procedures.

b. Artificial Intelligence

Spaghetti Bridge recognises both the educational benefits of AI and the safeguarding risks associated with its use. These include exposure to inappropriate or misleading content, AI-generated harmful imagery, manipulation, exploitation, inappropriate interactions with AI systems and risks to personal information.

AI technologies must be used in accordance with the school's Artificial Intelligence Policy and relevant data protection requirements. The school maintains human oversight of AI use, particularly where it could affect students' safety, wellbeing or learning.

Staff and students will be supported to understand the opportunities, limitations and risks of AI and to use these technologies safely and responsibly according to the Department for Education guidance (2025) on artificial intelligence, safeguarding, and education as outlined in our Artificial Intelligence Policy.

c. Filtering and Monitoring

Spaghetti Bridge maintains appropriate filtering and monitoring systems to protect students from harmful online content and identify potential safeguarding concerns as outlined in our Online Safety (including Filtering and Monitoring) Policy.

Filtering and monitoring arrangements are informed both by a whole-school approach and by students' ages, individual needs and safeguarding risks, and are designed to provide effective protection without unnecessarily restricting access to appropriate educational content.

The school and Group regularly review the effectiveness of filtering and monitoring arrangements on at least an annual basis, with clear responsibilities for technical management, safeguarding oversight and governance. Staff receive appropriate training and must report concerns identified through online activity or monitoring systems in accordance with the school's safeguarding procedures.

d. Mobile Phones and Personal Devices

Spaghetti Bridge recognises that mobile phones and other personal devices can present safeguarding risks, including access to inappropriate content, cyberbullying, harmful communications, inappropriate image sharing and unauthorised recording or photography. Each school will follow the group Mobile Phone Procedure around expectations for the use of mobile phones and personal devices by students, staff and visitors, taking account of students' individual needs and safeguarding considerations. Any concerns arising from the

use of these devices must be reported and responded to in accordance with the school's safeguarding procedures.

9. Specific Safeguarding Concerns and Statutory Duties

The following safeguarding concerns require particular consideration or are subject to specific statutory duties and guidance. This section should be read alongside the school's universal safeguarding and reporting procedures.

a. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a form of child abuse and is illegal in the UK. Any member of staff who suspects that FGM has occurred, or that a student may be at risk of FGM, must immediately report their concerns to the DSL, who will take appropriate safeguarding action, including referral to children's social care where necessary.

Teachers have an additional personal statutory duty to report directly to the police where, in the course of their professional duties, a girl under 18 discloses that FGM has been carried out on her, or they observe physical signs which appear to indicate that FGM has occurred. Teachers must also inform the DSL unless advised otherwise by the police.

Staff must not examine students to establish whether FGM has occurred.

b. Extremism and Radicalisation

Spaghetti Bridge recognises that students may be vulnerable to radicalisation and extremist influences, including those that encourage hatred, violence or harm towards others.

In accordance with the Prevent duty, the school works to safeguard students from being drawn into terrorism. Staff must report concerns about radicalisation or harmful extremist influences through the school's safeguarding procedures.

The DSL will assess concerns and, where appropriate, seek advice or make referrals to relevant agencies, including through their local authority's Prevent referral process, children's social care or the police. Where appropriate, students may be referred for consideration of support through Channel.

c. Mental Health

Spaghetti Bridge recognises that mental health difficulties may develop into safeguarding concerns or indicate that a student has experienced, or is at risk of experiencing, abuse, neglect, exploitation or other forms of harm. This includes concerns involving self-harm, eating disorders and suicidal thoughts or behaviours.

Staff must remain alert to changes in students' behaviour, emotional wellbeing and presentation that may indicate emerging mental health difficulties. While staff are well placed to recognise potential warning signs, diagnosis must be undertaken by appropriately qualified professionals.

Where a student's mental health raises safeguarding concerns, staff must report these promptly to the DSL or safeguarding team. Where a student is in immediate danger, staff must take emergency action, including contacting emergency services where necessary.

The school will work with students, families and relevant professionals to ensure that appropriate, evidence-informed support is provided, taking account of each student's individual needs and circumstances.

d. Sharing Nudes and Semi-Nudes

Any incident involving the sharing of nude or semi-nude images or videos of children, whether consensual or non-consensual, must be reported promptly to the DSL as a safeguarding concern. This includes concerns involving AI-generated or digitally manipulated nude, semi-nude or intimate imagery of children, including where images have been created or altered without the child's knowledge or consent.

Staff must not view, copy, save, print, forward or delete the imagery, ask students to share it, or investigate the incident themselves. Any accidental viewing must be reported to the DSL. Staff must respond sensitively and must not blame or shame students involved.

The DSL will manage the response in accordance with the relevant national guidance, including decisions about referrals, parental involvement and handling imagery.

e. Children Questioning Their Gender and Social Transitions

Spaghetti Bridge recognises that children questioning their gender should be treated with dignity, respect and sensitivity, and supported in a manner that prioritises their safety, wellbeing and individual needs.

Staff should not initiate actions in social transitions and all actions should be requests from parents/carers and/or children, to which the school is responding. In cases where a child shares their feelings with a staff member around gender questioning, but does not request that actions be taken, staff have no obligation to break confidence unless this raises concerns about a child’s safety.

Staff should be made aware that children who socially transition before puberty are more likely to proceed to a medical pathway and some of these children could be “living in stealth”. This may raise additional safeguarding concerns.

Where a student or their parent/carer requests support with social transition, including changes to names, pronouns, uniform or other aspects of school life, staff must refer the request to the DSL or member of the safeguarding team. Staff must not make informal or independent arrangements before the school has considered the request and reached a decision in accordance with this policy and current statutory guidance.

Unless it is assessed to potentially put a child at risk of harm, in cases where a child is questioning their gender and requests actions to be taken, the school should engage with parents/carers as a matter of priority. In cases where engaging the parents/carers would

potentially put a child at risk, the DSL should be consulted to determine what actions should be taken to safeguard the child before engaging with the parents/carers.

All requests, decisions, discussions, reasons, and agreed arrangements must be recorded and stored securely and arrangements updated as circumstances change.

Where a student requests support with social transition, the school will consider their individual circumstances and best interests in accordance with Keeping Children Safe in Education 2026, relevant equality and safeguarding duties, and applicable legal requirements. Decisions will involve appropriate school leaders, parents and carers unless there is a safeguarding reason not to involve them, and relevant clinical advice where available.

The school will take appropriate action to prevent and respond to bullying, discrimination or other harm experienced by students questioning their gender.

Facilities, Activities and Correct Information

Arrangements concerning toilets, changing rooms, single-sex sporting activities, offsite activities and overnight or residential accommodation must comply with the applicable requirements in Keeping Children Safe in Education and relevant legislation. The school will consider appropriate alternative arrangements that protect students' safety, privacy and dignity without compromising its legal duties.

The school will ensure that students' biological sex is accurately recorded as required by KCSIE and that relevant staff are aware of the student's biological sex.

f. Domestic Abuse - Operation Encompass

Spaghetti Bridge participates in Operation Encompass, through which schools receive notifications from the police when a child has been affected by a domestic abuse incident. The DSL, or an appropriately designated and trained member of the safeguarding team, will receive and review notifications, ensure that relevant information is recorded securely, and coordinate appropriate support and safeguarding action. Notifications will be handled sensitively and confidentially, with the child's safety and wellbeing at the centre of the school's response.

g. Modern Slavery and Trafficking

Spaghetti Bridge recognises that modern slavery and human trafficking are serious forms of abuse and exploitation that can affect children and adults. Modern slavery includes slavery, servitude, forced labour and human trafficking. Child criminal exploitation, child sexual exploitation or domestic servitude may constitute modern slavery. Trafficking can occur within the UK and does not require movement across international borders.

Staff must remain alert to indicators that a student may be experiencing exploitation, coercion or control, recognising that students may not identify themselves as victims or feel able to disclose their experiences.

Any concerns about modern slavery or trafficking must be reported immediately to the DSL or safeguarding team. The school will work with Children's Social Care, the police and other relevant agencies to ensure that students are protected and that appropriate referrals are made, including consideration of the National Referral Mechanism (NRM).

h. So-Called 'Honour' Based Abuse and Abuse Linked to Faith or Belief

Spaghetti Bridge recognises that so-called 'honour' based abuse and abuse linked to faith or belief are serious safeguarding concerns. These may involve threats, coercion, control, forced marriage, female genital mutilation (FGM), or other forms of physical, emotional or sexual abuse, including harm justified through religious or spiritual beliefs.

Staff must report any concerns immediately to the DSL or safeguarding team and/or contact the police directly where appropriate. Parents, carers or other family members must not be contacted where doing so could increase the risk of harm to the student. The DSL will consider appropriate protective action and referrals to relevant agencies.

i. Serious Violence

Spaghetti Bridge recognises that serious violence is an ongoing safeguarding concern and may involve physical assault, or the carrying of, threatening with or use of weapons, and may link to criminal exploitation. Staff must remain alert to the signs and risk factors associated with serious violence and report any concerns about a student carrying, using or intending to use a weapon to the Designated Safeguarding Lead (DSL), including at school or around the school day. The DSL will assess the risks and coordinate appropriate safeguarding action, including referrals to external agencies where necessary. The school will work collaboratively with students, families and relevant professionals to reduce risks and provide targeted support, including mentoring and therapeutic interventions where appropriate.

10. Roles & Responsibilities

Safeguarding and child protection are everyone's responsibility. All members of the school community have a role in creating a safe environment, recognising concerns and taking appropriate action to protect students from harm.

a. All Staff

All staff are responsible for:

- Understanding and following the school's safeguarding policies and procedures, including the Staff Code of Conduct.

- Recognising potential indicators of abuse, neglect, exploitation and other forms of harm.
- Responding appropriately to safeguarding concerns and disclosures, taking immediate action where necessary, and reporting and recording concerns promptly.
- Maintaining appropriate confidentiality and sharing information where necessary to safeguard students.
- Completing required safeguarding training and maintaining an up-to-date understanding of safeguarding responsibilities.
- Raising concerns about the conduct of adults or unsafe safeguarding practice, including through escalation and whistleblowing procedures where appropriate.

All staff must read Part One of *Keeping Children Safe in Education 2026* and understand their responsibilities under this policy.

b. The Designated Safeguarding Lead (DSL)

Each school will appoint a DSL who is a member of the senior leadership team and has lead responsibility for safeguarding and child protection, including online safety and attendance.

The full list of DSL responsibilities are listed in the DSL Job Description as outlined in KCSIE 2026. A summary of this follows below.

The DSL is responsible for:

- Providing advice, guidance and support to staff on safeguarding matters.
- Overseeing the identification, assessment, recording and management of safeguarding concerns and risks.
- Making and coordinating referrals to children's social care and other relevant agencies, and supporting multi-agency safeguarding work.
- Ensuring safeguarding records are accurate, secure and appropriately maintained.
- Supporting the development and implementation of the school's safeguarding culture, policies, procedures and staff learning.
- Overseeing safeguarding arrangements relating to online safety, filtering and monitoring.
- Monitoring safeguarding practice and contributing to the school's Safeguarding Development Plan.

The DSL may delegate activities to appropriately trained deputy DSL's but retains overall lead responsibility for safeguarding and child protection.

c. The Safeguarding Team

Each school will maintain a safeguarding team led by the DSL, including appropriately trained deputy DSL's.

The safeguarding team will:

- Support the DSL in responding to safeguarding concerns and coordinating appropriate interventions.
- Meet weekly to review safeguarding concerns, open cases, emerging risks and required actions.
- Maintain records of safeguarding discussions, decisions and actions through BridgeLink.
- Support the implementation, monitoring and improvement of safeguarding practice across the school.

The DSL or an appropriately trained deputy DSL will be available and on site/s during school hours to respond to safeguarding concerns. Appropriate cover arrangements will be maintained for absences.

DSLs and Deputy DSLs will receive regular clinical supervision and professional support appropriate to their responsibilities. This will provide opportunities to reflect on complex safeguarding decisions, review safeguarding practice, consider professional wellbeing and identify areas for learning and development.

d. The Headteacher

The Headteacher is responsible for ensuring that safeguarding policies and procedures are effectively implemented throughout the school.

This includes:

- Promoting a positive safeguarding culture in which students and staff feel safe to raise concerns.
- Ensuring staff understand their safeguarding responsibilities and receive appropriate and timely training, supervision and support.
- Providing the DSL and safeguarding team with sufficient time, resources and authority to fulfil their responsibilities.
- Ensuring safeguarding practice is regularly evaluated and that identified areas for development are addressed.
- Acting as the case manager for allegations against staff and low level concerns as decided by the CEO and Head of Human Resources, in accordance with the school's allegations and low level concerns procedures.

e. The Governance Team

The Governance Team and Proprietor are responsible for ensuring that effective safeguarding arrangements are established, implemented and regularly reviewed across Spaghetti Bridge schools.

Their responsibilities include:

- Ensuring that safeguarding policies and procedures meet statutory requirements.
- Providing oversight, scrutiny and challenge regarding the effectiveness of safeguarding arrangements.

- Ensuring that schools have appropriate safeguarding leadership, resources and training.
- Reviewing safeguarding information, audits and development plans to identify strengths, risks and areas for improvement.
- Ensuring that concerns about safeguarding practice are appropriately escalated and addressed.

The Governance Team will ensure that safeguarding records, case management and decision-making are subject to regular quality assurance, including appropriate independent scrutiny, to identify areas of strength, concern and improvement.

The Executive Chairman, acting on behalf of the Proprietor, will act as case manager for allegations against a Headteacher, or appoint an appropriate alternative representative, in accordance with the school's allegations procedures.

All members of the governance team will read Keeping Children Safe in Education in its entirety.

f. Safeguarding Training and Development

All staff will receive safeguarding and child protection training at induction and regular updates thereafter, including at least annually. Training will address relevant safeguarding risks, reporting procedures, online safety (including the risks of artificial intelligence) and staff responsibilities.

Safeguarding learning and development will be informed by emerging safeguarding risks, findings from safeguarding audits and case reviews, changes in statutory guidance and identified staff development needs. The school will evaluate not only participation in training but also its implementation and impact on safeguarding practice.

DSL's and deputy DSL's will receive specialist training appropriate to their responsibilities, updated at least every two years, and will maintain their knowledge and skills through regular professional development.

Governance team members will receive safeguarding training appropriate to their responsibilities, including online safety and oversight of safeguarding arrangements.

The school will maintain records of safeguarding training and evaluate its implementation and effectiveness.

11. Support, Advice and Communication

Initially please refer to your school's Safeguarding Team for advice, guidance or help.

12. LADO

The Local Authority Designated Officer (LADO) is responsible for overseeing and managing allegations against adults who work or volunteer with children. The LADO provides advice, guidance and oversight to ensure that allegations are dealt with promptly, fairly and consistently, in accordance with statutory safeguarding guidance.

The LADO provides advice and guidance to the organisation, liaises with relevant agencies, including the police and Children's Social Care, and oversees the management of the allegation to ensure that the process is thorough, timely, impartial and fair.

13. Appendix 1: Working in Partnership and Important Contacts

The school will provide as much information as possible as part of any referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address the harm.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

14. Appendix 2: Relevant Local Authority Links for Each School

How to make a referral and important contacts

To make a referral, contact Somerset Safeguarding Child Partnership;
https://sscb.safeguardingsomerset.org.uk/working-with-children/allegations-management/

Somerset social care The SSCP have the following contact numbers for guidance and reporting by the following methods:

Children's Social Care	0300 123 2224
Children's Social Care email	childrens@somerset.gov.uk
Out of Hours emergency duty team	0300 123 2327
Or the police	101 non urgent / 999

Once a referral has been made to the Somerset Safeguarding Child Partnership it must be followed up with the submission of an 'allegation reporting form', and an internal children protection concern form, which is submitted electronically and automatically to the DSL and safeguarding team.

North Somerset

If you are a practitioner and are unsure about a situation involving a child or family, you can contact the consultation line for advice from the on-duty social worker.

Professional consultation line

01275 888 690-Monday to Thursday 9am to 5pm and Friday 9am to 4.30pm

Request for Support

The request for support form is a referral form used mostly by practitioners to refer a situation to Children's Services. The request for support form will be received by the Front Door and the information will be reviewed.
Practitioners can email the Front Door at childrens.frontdoor@n-somerset.gov.uk.

Report a concern

Any initial contact made by a resident or practitioner in North Somerset will always be reviewed by the Front Door. You can report a concern by contacting Care Connect. Care Connect is North Somerset's single point of access. Your contact will be recorded by Care Connect, reviewed by the Front Door, and you will receive a response within 48 hours.

Care Connect

01275 888 801
care.connect@n-somerset.gov.uk

Monday to Friday 8am to 6pm (out of hours contact will be redirected to the out of hours team).

Devon

Previously known as a MASH contact, a request for support is the name given to professionals contacting MASH to request support for early help or to report safeguarding concerns that they have for a child, where they think that they may require support from children's services.

If you believe that the concerns require an urgent response, please telephone MASH on 0345 155 1071. You will also be required to follow this up promptly by submitting a request for support form. **Requests for support should be made using the online form**.

If in doubt, or if you have an urgent child protection enquiry, please ring the MASH consultation line on
0345 155 1071.

Emergency duty service - Out of hours contact number: 0345 6000 388

Opening hours:

Monday to Thursday, 5.00pm – 9.00am
Friday to Monday, 4.00pm – 9.00am
Bank Holidays, 24 hours

Please see below relevant contacts for our school;-

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Matthew Green	01823 795800 Safeguarding@silverbridgeschool.co.uk
Deputy DSL	Cherry Beedle	01823 795800 Safeguarding@silverbridgeschool.co.uk
Deputy DSL	Bob Blaker	01823 795800 Safeguarding@silverbridgeschool.co.uk
Deputy DSL	Melanie Bulmer	01823 795800 Safeguarding@silverbridgeschool.co.uk
Mental Health Lead	James Ryder	01823 795800 Safeguarding@silverbridgeschool.co.uk
Prevent Lead	Matthew Green	01823 795800 Safeguarding@silverbridgeschool.co.uk
Local authority designated officer (LADO)	Antony Goble Stacey Davis Gregg Liddington	0300 123 2224 sdinputters@somerset.gov.uk
Executive Chairman / Chair of governance team	Stephen Bradshaw	07977 980069
Channel helpline		020 7340 7264

ROLE/ORGANISATION	NAME	CONTACT DETAILS
DfE Extremism Line		020 7340 7264

For students 18 years old and over:-

Somerset
https://ssab.safeguardingsomerset.org.uk/ Adult Social Care on 0300 123 2224 / adults@somerset.gov.uk