

TATWORTH PRIMARY SCHOOL
CHILD PROTECTION and SAFEGUARDING POLICY
Reviewed by Full Governing Body 8 February 2018
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Provision Details

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Policy Statement and Principles

This policy is one of a series in the school's safeguarding portfolio, including our Behaviour Policy, E-Safety Policy, Visitor Policy, Whistleblowing Policy and Attendance Policy.

This Child Protection and Safeguarding Policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of this organisation.

We believe that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people under the age of 18 years and keep them safe.

Purpose:

- To inform the provision's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities will be carried out.
- To inform providers of Somerset Safeguarding Children Board's Inter-agency Child Protection and Safeguarding Procedures.
- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This policy will support this.
- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the provision. This policy will support this.

All education provisions have a responsibility to provide a safe environment in which children can learn.

Education Providers and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All education staff will therefore receive appropriate safeguarding training (which is updated regularly), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead -including Child Protection and Safeguarding Policy and staff behaviour policy (code of conduct).

The Director of Children’s Services, within the Local Authority has the overarching responsibility for safeguarding and promoting the welfare of all children and young people in the area. They have a number of statutory functions under the Children Acts 1989 and 2004 which make this clear. This policy is to add detail to expectations of staff to expect specific duties to happen in relation to children in need and children suffering, or likely to suffer, significant harm, regardless of where they are or who takes any further action.

“Children are best protected when professionals are clear about what is required of them individually, and how they need to work together.” (Working Together to Safeguard Children 2015 updated 2017)

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child Protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Mission Statement of our Education Provision

- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs, are supported appropriately. This could include referral to Early Help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Consider how children may be taught about *safeguarding*, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Staff members working with children are advised to maintain an attitude of *‘it could happen here’* where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and develop a culture where *Safeguarding is everyone’s responsibility*.

Implementation, Monitoring and Review of the Child Protection Policy

This policy will be reviewed annually by the governing body. It will be implemented through the provider's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead, Head and Governance through staff performance measures and day to day practice.

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 and 2004
- United Convention of the Rights of the Child 1991
- Data Protection Act
- Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002 (Section 175/157) which outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils"
- Somerset Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Effective Support for Children and Families)
- Keeping Children Safe in Education (DfE, September 2016)
- Special educational needs and disability (SEND) code of practice: 0- 25 years. HM government 2014
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2017) requires each Education Provision to follow the procedures for protecting children from abuse which are established by the out in the South West Child Protection Procedures (www.swcpp.org.uk) and Somerset Safeguarding Children Board.

Education Providers are also expected to ensure that they have appropriate procedures in place for responding to situations in which: a child may have been abused or neglected or is at risk of abuse or neglect: a member of staff has behaved in a way that has or may have harmed a child or that indicates they would pose a risk of harm.

All schools should appoint a member of the senior leadership team to coordinate child protection arrangements.

The Designated Safeguarding Lead:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- The DSL will refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services) and/or Police (cases where a

crime may have been committed) or to the Channel programme where there is a radicalisation concern

- is appropriately trained, with updates every two years
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of SDCYPS Procedures
- makes staff aware of training courses and the latest policies on safeguarding
- has an understanding of locally agreed processes for providing early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.
- Have a good knowledge and attend meetings (or submit reports) to contribute to the planning for children who have Child in Need or Child Protection Plans.
- Utilise, implement, scrutinise and monitor the use of Early Help Assessments in the provision.
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker is also informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the SDCYPS
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and proprietors regarding this
- liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- Ensure the education provision's Single Central Record is correct at all times and safe recruitment procedures are upheld.

The deputy designated person(s):

Is/are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The governing body:

Ensures that the school:

- Contributing to ensure the provision is carrying out inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy.
- Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2016)* – Appendix 1 and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual provisions as to whether they choose to have one or more Deputy Designated Senior Person.
- Ensuring that all of the Designated Senior Persons (including deputies) undergo formal child protection training every two years (in line with SCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is discussed and outcomes recorded at Governors meetings.
- Ensure the requirements of The Governors Safeguarding Audit Section 175 are met.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority and SDCYPS and national guidance.

An annual report will be submitted, as required, to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The Principal:

- ensures that the safeguarding/child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- School leaders and governors ensure that the child's wishes are taken into account when determining action to be taken or services to be provided
- liaises with the designated officer or team in the local authority where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

Good practice guidelines and staff code of conduct

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Education providers and staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

Children who may require early help will be offered early intervention through Early Help support services for families.

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation

- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, online safety and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and SDCYPS procedures
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or Children's Social Care
- following the school's rules with regard to relationships with pupils and communication with pupils, including on social media

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental-health needs
- asylum seekers
- living away from home

- Children who are showing signs of engaging in anti-social or criminal behaviour especially if there is a concern that it is exploitative
- Children missing education
- Children who are showing early signs of abuse and/or neglect
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs

Missing children

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day including referrals to and attendance at **The Missing and Child Sexual Exploitation forum** (MACSE) when appropriate.

Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the headteacher and governors. An explanation of the complaints procedure is included in the Safeguarding Information Booklet for Parents and the Safeguarding Information Booklet for Pupils.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations against staff

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place and easily accessed for such concerns to be raised with the provider's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher or Principal. Where there are concerns about the Head Teacher or Principal, this should be referred to the Chair of Governors/ Chair of the Management Committee/Proprietor as appropriate.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance Somerset Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

For further information see: SSCB's Allegations Management or contact Somerset Direct for a referral to the LADO **Somerset Direct 0300 123 2224**.

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

NSPCC whistleblowing helpline is available for those who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's safeguarding/child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the headteacher (unless the headteacher is the DL) and governors will receive training that is regularly updated, and the DSL will receive training updated at least every two years, including training in inter-agency procedures.

The statutory guidance 'Keeping Children Safe in Education' 2016 is available online. The DfE have confirmed that this guidance will be updated in 2018.

Therefore, it is decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in its content. [Keeping Children Safe in Education \(KCSIE\) \(DfE 2016\)](#)

It is essential that all staff have access to this online document and read Part 1 and Annex A, which provides further information on:

- Children missing from education
- Child sexual exploitation
- Honour based' violence
- FGM mandatory reporting duty
- Forced marriage
- Preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Our staff members and regular visitors are asked to sign to say they have read these sections and should subsequently be re-directed to these online documents again should any changes occur.

All staff will be made aware of the increased risk to abuse of certain groups, including disabled and SEN children, looked after children and young carers

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2016) together with the SDCYPS and the school's Staff Recruitment policy and procedures.

Safer recruitment means that applicants will:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted.

The school will also

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff behaviour policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy and staff behaviour policy.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation

The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

Online Safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, twitter, MSN, Tumblr, snapchat and Instagram.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **online safety policy** explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Children are not allowed mobile telephones in school, should they choose to bring one it will be confiscated and kept in the school office.

All staff receives online safety training and the school's online safety coordinator is Tracey Hart.

Staff/pupil relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. In summary, staff should only use school email system to communicate with pupils. Facebook and other social media should never be used for communication with pupils. Personal mobile phones should never be used to communicate with pupils, including

text messages. In some circumstances, like a school trip, a member of staff can issue their personal mobile number so that pupils have a contact number during the trip. Permission must be given first by the Designated Safeguarding Lead or Deputies.

Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

Four categories of abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII). There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

Neglect is the ongoing failure to meet a child's basic needs and is abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

Sexual Abuse A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong.

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied

- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. Staff are encouraged to use the Threshold Tool.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should advise the Principal of any concerns they may have, who will keep a record. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help/DAF process

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- Listen to what is being said without displaying shock or disbelief
 - Accept what is being said
 - Allow the child to talk freely
 - Reassure the child, but not make promises which it might not be possible to keep
 - Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
 - Reassure him or her that what has happened is not his or her fault
 - Stress that it was the right thing to tell
 - Listen, only asking questions when necessary to clarify
 - Explain what has to be done next and who has to be told
 - Make a written record (see Record Keeping)
 - Pass the information to the Designated Safeguarding Lead without delay
-
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
 - report verbally to the DSL even if the child has promised to do it by themselves
 - write up their conversation as soon as possible and hand this together with a record of their concerns to the Headteacher
 - seek support if they feel distressed

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (pro-forma available on the Somerset Support Services for Education website under Education Safeguarding)
www.supportservicesforeducation.co.uk
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, witness, place and any noticeable non-verbal behaviour and the words used by the child
- Indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/ or has been the subject of a child protection plan changes provision, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving provision in a secure manner and separate from the child's academic file.

While it is the DSL's role to make request for involvement, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out Female Genital Mutilation), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL must be informed as soon as possible.

When a person is employed or engaged to carry out 'teaching' work in England, in the course of their work, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. This is a mandatory reporting duty. See Appendix 1- Keeping Children Safe in Education (DfE 2016): Annex A for further details.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

Particular attention must also be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept and attendance procedures followed.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour or concerns that may affect pupil welfare. Gathering safeguarding data and impact will be embedded into the provision's process to measure effective safeguarding practice and resolve any weaknesses.

Notifying parents

This Provision will ensure the Child Protection and Safeguarding Policy is available publicly either via the provision website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material.

(The provision may also consider not informing parent(s) where it would place a member of staff at risk).

The Provision will ensure that parents/carers have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Enquiry to Children's Social Care

The DSL will make an enquiry to Children's Social Care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct enquiry to children's social care if they genuinely believe independent action is necessary to protect a child.

Specific Abuse and Vulnerability Concerns

Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children, and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even

where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess, but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so, hoping that someone will realise something is wrong.

Fabricated or Induced Illness by Carer (FII)

FII is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

FII can cause significant harm to children. FII involves a well child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm as a consequence.

There are three main ways of the parent/carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history.
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents, and specimens of bodily fluids.
- Induction of illness by a variety of means.

The possibility of fabricated and induced illness should be considered where there are discrepancies between professional and parental perceptions of the child's needs or of any illness or disability and where there is a possibility of significant harm to the child. Where there are suspicions of FII in a child, the school's DSL must make a referral to Children's Social Care and/or the Police. Parents should not be informed of suspicions at this stage.

Child Exploitation, Sexual (CSE) and Gangs, (also known as Child Criminal Exploitation)

There will be other circumstances which give cause for serious concern about the welfare of children; such as Child Sexual Exploitation (CSE).

The exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

The current definition updated March 2017 states:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Somerset's CSE screening tool can be found at:

<http://sscb.safeguardingsomerset.org.uk>

Peer on Peer Abuse Including Sexualised Behaviour

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to children's services and the police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

When considering whether behaviour is abusive, it is important to consider: Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or whether the perpetrator has repeatedly tried to harm one or more other children; or where there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Somerset County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.

Guidance on responding to and managing sexting incidents can be found at:

<https://ceop.police.uk>

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of peer on peer abuse the provision will:

Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.

Develop robust risk assessments where appropriate (e.g. Using Risk Assessment Management Plan and Safety and Support Plan tools).

Have relevant policies in place (e.g. behaviour policy).

Honour-Based Violence (HBV)

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, Forced Marriage and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Female Genital Mutilation (FGM)

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation). It is also sometimes referred to as female genital cutting or female circumcision. The practice is illegal in the UK.

FGM is not an issue that can be decided on by personal preference – it is an illegal, extremely harmful practice, and a form of child abuse and violence against women and girls. Professionals in health, social care and teaching have a statutory duty to report all cases of FGM to the Police where disclosure or signs of FGM are noted, or where a person knows or suspects FGM has been – or will be – perpetrated. When someone reports FGM to the Police, they should ask for a crime reference number. If there is an IMMEDIATE RISK, call the Police on 999 (emergency number). If there is NOT an immediate risk, call the Police on 101 (non-emergency number).

Forced Marriage

The UK Government describes this as taking someone, usually overseas, to force them to marry (whether or not the FM takes place) or marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not). Breaching a Forced Marriage Protection Order is also a criminal offence.

When a disclosure or signs of FM are noted, staff should always alert the Headteacher immediately. We should never attempt to intervene directly as a school or through a third party. In such situations, the DSL will always call either Somerset Direct/Police and/or the Forced Marriage Unit on 020 7008 0151.

Breast Ironing/Binding

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear.

When a disclosure or signs of breast ironing are noted, staff should always alert the DSL immediately.

Faith Abuse

Faith abuse is linked to a belief in witchcraft or possession by spirits and demons. In such instances, physical and/or psychological violence may be used in order to "get rid" of the possessing spirit.

Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs."

Faith abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged "diagnosis" and "exorcism" may take place.

When a disclosure or signs of faith abuse are noted, staff should always alert the DSL immediately. In such situations, the DSL will always call Somerset Children's Social Care Emergency Duty Team on 0300 123 2224.

Historical Abuse

Historical abuse (also known as non-recent abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.

The Police should be informed about allegations of crime at the earliest opportunity. Any reports of historic abuse made to Avon and Somerset Police must be to the Safeguarding Co-ordination Unit 01823 349037.

County Lines, Cross Borders, Gangs, Trafficking and Cuckooing.

These are police terms for urban gangs supplying drugs to suburban areas and market/or coastal towns using dedicated mobile or 'deal lines'. Gangs use children and vulnerable people to move drugs and money. Often, they take over the homes of vulnerable adults and children by force or coercion in a practice referred to cuckooing. Getting involved in gang culture can have serious and potentially devastating consequences, with dealers/offenders/members not afraid to use violence. There are people themselves vulnerable and at risk of exploitation by gang members from outside the county. Any activity that seems to be suspicious or involve drug dealing/crime/exploitation should be passed to the police on 101. Should young people thought to be involved the early help

assessment is a useful tool. A request for involvement to CSC/police is needed if the child is at immediate risk of harm.

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

Private Fostering

Private fostering is when a child under the age of 16 (18 if they are disabled) lives with someone who is not a close relative, guardian or person with parental responsibility for 28 days or more. Private fostering is not the same as fostering arranged by the local authority.

Children and young people become privately fostered for a variety of reasons

- Their parents live overseas, and they come to this country to attend school
- Their parents are ill and cannot look after them
- Their parents work away from home, possibly abroad
- Their parents have come to the UK to study or work and require someone to look after their children
- They are teenagers who are estranged from their families

The law says that the Local Authority must be told about all private fostering arrangements. The child's parents or carers should notify us of the arrangement, although anyone else involved in making the arrangement or who is aware of it also has a responsibility to inform us.

The Children Act 1989, and section 44 of the Children Act 2004, outlines the legal duty of the local authority to make sure that the welfare of all privately fostered children is safeguarded and promoted.

A social worker will need to check the placement is suitable and that all the needs of the child or children are being met. They will also speak to the child or children to make sure that a thorough assessment of the placement is carried out.

When we are made aware a child may be privately fostered a request for involvement will be made to Somerset Direct.

Hate Crime

A Hate Incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. If you, or anyone you know, has been called names, been bullied or had anything happen to them that you think may be because of one of these factors, then you should report this as a hate incident. Not all hate incidents will amount to criminal offences, but those that do become hate crimes.

Sexting

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones. It may also include the use of a computer or any digital device. The provision will follow local procedures with police and Somerset Safeguarding Children's Board

Online Abuse

This type of abuse happens on the web, through social networks, playing online games or using a mobile phone. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people. eLIM is part of Support Services for Education. Support Services for Education provides a wide range of services to schools and other educational providers promoting educational excellence for all the children and young people of Somerset and beyond. To find out more about what we can offer you please visit our website www.SupportServicesforEducation.co.uk.

Harmful Sexual Behaviour

Sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't. However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled. If you're not sure whether a sexual behaviour is harmful find out about the signs, symptoms and effects of harmful sexual behaviour.

Grooming

Is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

Missing Children

Anyone under the age of 18 years is to be considered "missing" if he/she is absent from his/her place of residence without authority to a degree or in circumstances where the

absence causes concern for safety of the child or a danger to the public” This includes children and young people who have been forced to leave home and those whose whereabouts are unknown and those who feel they have had to leave home (rather than making a positive choice to do so).

High risks concerns include where:

- The responsible adult has no indication when the child is likely to return
- The child develops a pattern of going missing repeatedly
- The child’s location is unknown, or reason for absence is unknown and there is cause for concern for the child because of their vulnerability
- The child is at high risk of CSE/gangs
- The child is pregnant or has a young child
- The child has a history of suicidal thoughts or behaviours
- The child is at risk of radicalisation

See Somerset Safeguarding Children Board Protocol for Children who go missing
<https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/2016/06/Missing-Children-Protocol.pdf>

Children Missing Education (CME) are children of compulsory school age who:

- aren't on a school roll, and
- aren't getting a suitable education other than at school

For more information, refer to the Somerset’s Children Missing in Education Policy. When children abscond from, or on route to/from, school, unexpectedly going missing from their registered school or education provider, parents/carers must be informed immediately, and the Police involved where appropriate. When children (who are NOT on holiday and/or whose reason for absence is unknown) the absence is recorded as unauthorised and the education provider makes good attempts to find the child. Should the child not be found the case should be referred following the Child Missing in Education process. The CME referral process does NOT replace Safeguarding procedures for the reporting of Child Protection concerns, which must be observed at all times.

Missing Children MissingChildren@somerset.gov.uk

Elective Home Education Team EHETeam@somerset.gov.uk

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised

form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014)

CONTEST

Is the UK's counter terrorism strategy that aims to reduce the risk we face from terrorism so that people can go about their lives freely and with confidence.

Pursue: to stop terrorist attacks

Protect: to strengthen our protection against a terrorist attack

Prepare: to mitigate the impact of a terrorist attack

Prevent: to stop people becoming terrorists or supporting terrorism

PREVENT

This is another aspect of safeguarding and is a consistent part of our safeguarding practices in school. From 1st July 2015 the Counter Terrorism and Security Act 2015 required schools, in the exercise of their functions to have due regard to the need to prevent people being drawn into terrorism.

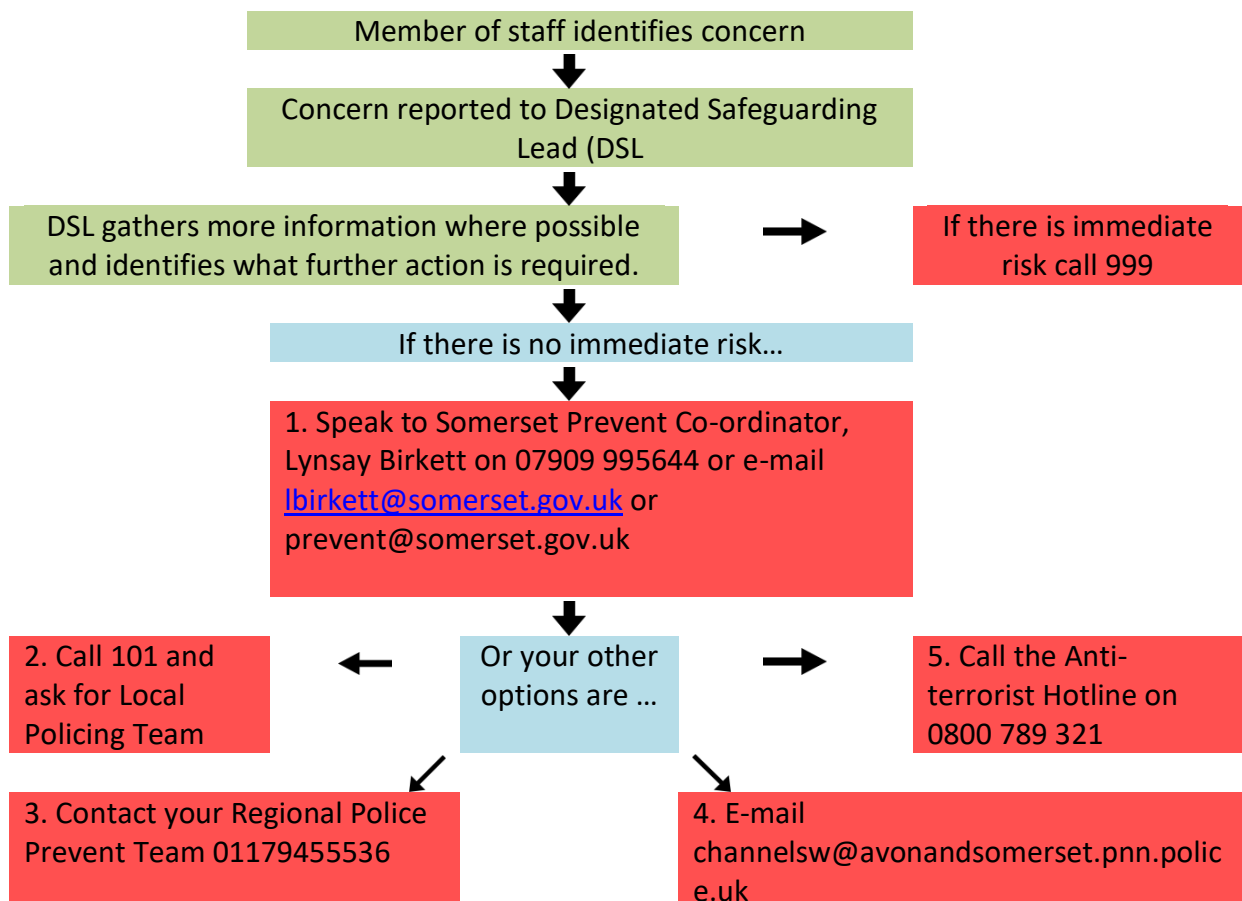
CHANNEL

This is a multi-agency process which provides support and intervention for those who may be vulnerable to being drawn into terrorism and extremism.

Prevent and Channel

Process map for reporting a concern of a vulnerable individual

It is important for you as a member of staff to know where to go if you have a concern that someone may be on the route to radicalisation. Below is a flow chart which aims to show the process as to which you can follow:



Further information can be found in

The Preventing Extremism and Radicalisation Policy also draws upon the guidance and requirements set out in the following documents: • The Children Act 2004 • Counter Terrorism and Security Act (2015) • Keeping Children Safe in Education (2015) • Prevent Duty Guidance (2015) • Working Together to Safeguard Children (2015)

Further information on Preventing Radicalisation' has been included in *Keeping Children Safe in Education* in line with:

[Prevent Duty Guidance: for England and Wales](#), published in March 2015 as part as the UK's Counter Terrorism strategy. (p.10-15 for schools, registered childcare providers and further education).

[The Prevent Duty, Departmental advice for schools and childcare providers](#), published in June 2015. This non-statutory departmental advice is for governing bodies, Headteachers / Principals, Designated Safeguarding Leads and school staff. The document clarifies what the *prevent* duty means for schools and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/MS_C_Guidance_Maintained_Schools.pdf

(See school or SDCYPS guidance for further information.)

Confidentiality and Sharing Information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, headteacher/principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2015)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate

- timely
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share

Safeguarding and other written information will be stored in a locked facility. Electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the headteacher [or DSL].

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

Reporting Directly to Child Protection Agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Related Safeguarding Portfolio Policies

- Expectations of Staff/Code of Conduct
- Use of Force Policy
- Behaviour and Discipline Policy
- Parental complaints procedure

- Anti bullying Policy
- Confidential Reporting/Whistleblowing Policy
- SEND Policy
- Safer Recruitment Policy
- Staff Disciplinary and Grievance Policy
- Acceptable Use Policy for Internet and e-mail

Appendix A

Single Central Record (SCR)

Keeping an accurate Single Central Record is a statutory requirement and an essential part of keeping children safe in education and forms part of the statutory guidance [Keeping Children Safe in Education \(KCSIE\) \(DfE 2016\)](#) which applies to all maintained schools and academies. The SCR is covered by the statutory guidance included within KCSIE and is a requirement of the School Staffing Regulations (and Independent School Regulations for academies). Guidance about what information should be held on the SCR is outlined at paragraph 112 of the guidance

Single Central Record Checklist

	Yes	No	Action Required?
Is a single central record (SCR) in place for all staff (including supply staff)?			
Does the SCR include all others who work regularly or intensively with children, including volunteers?			
Are all members of the proprietor body included on the SCR? (For independent schools, free schools and academies)			
Does the SCR indicate that identity checks have been carried out and by whom?			
Is there evidence on the SCR that all staff have been checked against the Barred List (previously List 99)?			
Does the SCR record the date when the DBS and/or Barred List checks was carried out and who carried out the check?			
Does the SCR record that further overseas criminal checks have been undertaken as appropriate?			
Does the SCR record professional qualifications – where the qualification is a requirement of the job?			
Does the SCR record evidence that a Prohibition from Teaching check has been carried out on all teaching staff employed since September 2013?			
Does the SCR record evidence a check of “Right to Work” in the United Kingdom and suitability checks as appropriate?			
Have all <i>relevant</i> staff been asked to complete a declaration confirming that they are not disqualified in line with the Childcare Act 2006 and the (Disqualification) Regulations 2009? Is evidence of these checks included on the SCR?			
Have copies of documents used to verify identity, qualifications and Right to Work in the UK been retained in individual personnel files?			
Does the SCR evidence that checks in respect of Section 128 directions have been undertaken for persons taking part in the management of an independent school including an academy or free school?			

NB: Schools are not required to keep copies of DBS certificates and in line with the Data Protection Act, copies of DBS certificates should not be retained for longer than 6 months.

Appendix B

Early Help

"Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years, through to the teenage years". [Working together to Safeguard Children, March 2015](#).

It's about working with children, young people and their families to identify and address problems before they escalate. Early help includes services that are available to all families as well as services for more vulnerable families who need a greater level of support.

Effective early help means that:

- Parents and or care-givers feel supported to provide stable, consistent and appropriate care for their families
- Children and young people achieve their education goals
- Young people are equipped with the skills and attitudes to join the workforce and overcome barriers to employability
- Children and young people achieve the best possible physical and mental health
- Children and young people are safe and feel safe

This is what we are working towards as a partnership in Somerset. We want to have a consistent and collaborative early help offer for children, young people and families delivered jointly by all partners. Giving the ability to offer the right help at the right time as soon as a problem emerges. Early Help is everyone's responsibility; we want children, families, communities and agencies to work together so that families are assisted to help themselves and are supported as soon as a need arises, thereby improving the overall wellbeing and quality of life of all Somerset children, young people and their families.

Providing the right information and advice to enable choice for families so they can be empowered to make positive changes themselves with tailored support where needed. Helping families build protective factors and family resilience so that they have the skills, knowledge and ability to meet the children's needs and to prevent situations escalating

The early help assessment is used to help practitioners gather and understand information about the strengths and needs, based on discussions with the family. The holistic assessment identifies the most appropriate way to meet those needs.

Practitioners in universal or targeted early help services can complete an early help assessment on their own or with the support of the Early Help Co-ordination Hub.

Appendix C

Managing Allegations and Escalation

The statutory guidance 'Keeping Children Safe in Education (2016)' states that governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of designated safeguarding lead. All staff should be instructed that any allegation should be reported immediately to the designated senior manager. Written safeguarding procedures should reflect this guidance.

On being advised of an allegation which meets the criteria, the designated senior manager should contact the Local Authority Designated Officer (LADO) within 1 working day.

Phone Somerset Direct on **0300 123 2224** for a referral.

The LADO's role is to provide advice and guidance to organisations dealing with allegations, to liaise with the police and other agencies, and to monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

All referrals should be made in the first instance by phone to Somerset Direct indicating that you wish to refer an allegation against an adult who works with children. Please follow up all referrals using the LADO Reporting Form available on the Somerset Children Safeguarding Board site.

All allegations against staff are dealt with in accordance with 'Working Together 2015'. In addition, schools should have regard to Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2016). Should the allegation be about the designated lead or senior lead, allegations should be passed to a higher level such as a chair of governors or director.

Escalation

When working with professionals from other agencies there will at times be differences of opinion with regards to how to respond to an identified concern about a child, young person or family. Disagreements can be a sign of developing thinking, and the value of exchanging ideas from different perspectives should not be under-estimated and is one of many benefits of partnership working.

Transparency, openness and a willingness to understand and respect individual and agency views are core aspects of a safe multi-agency / inter-agency working. Good preparation, open lines of communication and planning by professionals who take responsibility for decision-making will ensure differences of view are kept to a minimum. However, disagreements may disadvantage the child or family involved if they are not resolved constructively and in a timely manner.

Safeguarding and promoting the welfare of children is a responsibility shared by all agencies. If you feel that a professional or an agency is not acting in the best interests of the child, young person or family, you have a responsibility to respectfully challenge the professional or agency. The Somerset Children Safeguarding Board or the SSE Education Safeguarding Advisor can provide further advice on this matter.