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| **SPAXTON CHURCH OF ENGLAND PRIMARY SCHOOL** |



**SAFEGUARDING POLICY**

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| **Policy Reviewed** | **Next Review Due** |
| **September 2019** | **September 2020** |
| **April 2020** | **April 2020** |
| **September 2020** | **September 2021** |
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1. **Introduction**

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

At Spaxton, 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. We will also ensure any students on roll over the age of 18 will be signposted and supported to Adult Services

Purpose:

* To inform staff, governance and volunteers their responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities will be carried out.
* To inform on the 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 and secure 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, governance and volunteers 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. All provisions must inform those in the setting of local concerns that may impact on children

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

Our Induction training will now include the provision’s behaviour policy for pupils and the school’s procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy.

Keeping Children Safe in Education Part 1 and Annex A will be read by all members of the staff; and for everyone working directly with children. There will be mechanisms in place to assist staff to understand and discharge their role with regards to safeguarding.

Annex A now includes four key topics for all to be aware of and consider when working with children:

* Children and the court system, when children are appearing as witnesses;
* Children will family members in prison;
* Criminal Exploitation of children (County Lines); and
* Homelessness

We recognise 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/volunteers 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 2015/18)

**1.1 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 Years old. Those over 18 but on a roll of an education setting will be referred to Adult services for support.

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

1. **Mission Statement of our Education Provision**
* Establish and maintain an environment where education 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 setting 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.
* Protect children and young people in our care from maltreatment and impairment.
* 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.

Those 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*.

1. **Implementation, Monitoring and Review of the Child Protection Policy**

This policy applies to all pupils, staff, parents, volunteers, governance and visitors. 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.

1. **Statutory Framework**

To safeguard and promote the welfare of children, the setting 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 2020)
* 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) Early Years Foundation Stage 2017
* Sexual violence and sexual harassment between children in schools and colleges; DfE May 2018.
* The Prevent Duty 2015

Working Together to Safeguard Children (DfE 2018) 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.

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 or volunteer has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

1. **The Designated Safeguarding Lead**

Governing bodies/trustees and/or proprietors should ensure that the education provision or college designates an appropriate senior member of staff to take lead responsibility for child protection. A written job specification will be provided for this role. This person should have the status and authority within the provision (a member of senior management), to carry out the duties of the post including committing resources and where appropriate, supporting and directing other staff.

During term time the designated safeguarding lead and or a deputy will always be available (during provision hours) for staff in the provision or other professionals to discuss any safeguarding concerns. Individual arrangements for out of hours/out of term must be in place with a named person made available to ensure contact if needed.

**5.1 Responsibility of the Designated Safeguarding Lead (DSL) and Deputy DSLs when supporting or stepping up in the Designated Lead absence**

* The DSL/DDSL 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.
* Liaise with the Head Teacher or Principal or equivalent to inform him/ her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations or Section 42 where Adults are concerned
* Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
* Support staff members around requests for involvement to other agencies.
* 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 where applicable 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.
* Work with relevant staff in the provision to ensure the site is safe and secure.
* Ensure recording child safeguarding and child protection files are correctly drawn up with effective chronologies and regularly reviewed to scrutinise any patterns or drift/outstanding actions. A recommended recording format is set out on the SSE education safeguarding site.
* Ensure the education provision’s Single Central Record is correct at all times and safe recruitment procedures are upheld.
* Ensure the provision’s site security and risk assessments are maintained and completed to support staff and children feel safe.
* Undertake the necessary training and ensure it is shared within the setting

**5.2 Training**

The Designated Safeguarding Lead should undergo the Local Authority’s formal training every two years. The DSL should also undertake Prevent (WRAP) awareness and disseminate in addition to this training. Their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLS, or taking time to read and digest safeguarding developments) at least annually. Other requirements are:

* Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. (EHA)
* Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
* Ensure each member of staff has access to and understands the provision’s safeguarding and child protection policy and procedures, especially new and part time staff.
* Be alert to the specific needs of children in need, those with special educational needs and young carers.
* Understand and support the school or college with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
* Be able to keep detailed, accurate, secure written records of concerns and referrals with actions and outcomes.
* Obtain/disseminate access to resources and attend any relevant or refresher training courses.
* Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
* Attend the Local Authority’s education DSL conferences that are held termly for updates

**5.3 Raising Awareness**

The designated safeguarding lead should ensure the provision’s policies are known, understood and used appropriately.

* Ensure the provision’s safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
* Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
* Link with the Somerset Safeguarding Children’s Board (SSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
* Where children leave the provision, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
* Education providers should obtain proof that the new setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.
* If the child leaves and their whereabouts are unknown or to move to elective home education the last school known retains the file
1. **The Governing Body (including Trusts or Directors)**

Governing bodies and proprietors will ensure that they comply with their duties under legislation. They will also have regard to this guidance to ensure that the policies, procedures and training in the provision are effective and comply with the law at all times.

The responsibilities placed on governing bodies and proprietors include:

* 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 and behaviour policy.
* Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2020)* –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 but their training must be of the same level (currently referred to as level 3).
* Ensuring that all of the Designated Safeguarding Leads (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 DSLs, or taking time to read and digest safeguarding developments).
* Prioritising the welfare of children and young people and creating a culture where staff and volunteers 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 regularly discussed and outcomes recorded at Governor meetings.
* Ensure the requirements of The Governor’s Safeguarding Audit Section 175 are met and actions when needed completed in a timely way
1. **Supporting Children**

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, always, 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.

A directory of early help services is available from the Early Help Advice Hub on 01823 355803. Somerset Choices and Professional Choices will also help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff will be aware of the early help process, and understand their role in identifying emerging problems, including sharing information with other professionals to support early identification and assessment of a child’s needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a request for involvement to Children’s Services if the child’s situation does not appear to be improving.

Staff and volunteers working within the provision will also be alert to the potential need for early help for children also who are more vulnerable. For example:

* Children with a disability and/or specific additional needs
* Children with special educational needs
* Children who are acting as a young carer
* 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 whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
* Children who are showing early signs of abuse and/or neglect
* Children with poor attendance or high medical absence
* Children suffering peer on peer abuse
* Is a privately fostered child

Education Providers and college staff members will be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They will also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may need help or protection.

(See Appendices for information on further descriptors of abuse and specific safeguarding issues)

**7. 1 Children with SEN and disabilities**

There’s a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they’re looking distressed or their behaviour or demeanour is different from in the past, our staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Schools are encouraged to make sure that children with SEN and disabilities have got a greater availability of mentoring and support, this guidance is very clear that should happen.

**7.2 Emergency Contacts for Children**

 Keeping Children Safe in Education (2020) says that provisions should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home. We will endeavour to maintain at least two contact number for every child on roll.

**7.3 Mental and Emotional Health of Children**

It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Our setting will offer clear support and guidance for Children.

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf>

**7.4 Local Issues and Contextual safeguarding**

Safeguarding incidents can be associated with factors outside the setting and between children outside of school. This is called *contextual safeguarding*. Our staff are aware of the definition of *contextual safeguarding* when reporting concerns and must ensure all information and background detail will be given to the DSL when discussing concerns. We are aware in Somerset there are many local issues that can impact on the safeguarding of children, we will endeavour to be aware of all local issues around the provision and work with children to ensure they are safe. Where available we will attend ONE meetings, Team around the Schools (TAS) and EYS groups to share knowledge.

**7.5 Home-stays (Exchange Visits)**

If children are staying with parents from overseas as part of an exchange, the guidance is an enhanced DBS check needs to be carried out on the host family. If there are other people in the family aged over 16, then the provision will decide whether they will do an enhanced DBS check for those 16 and 17-year olds who live in the house.

1. **Dealing with a disclosure**

If a child discloses that he or she has been abused in some way, the member of staff

or volunteer should:

* 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

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

If an education provider /college staff member receives a disclosure about potential harm caused by another staff member, they should see section – Allegation involving school staff/volunteers.

1. **Record Keeping – Refer to school’s own ‘Concern form’**

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 record of concern sheet wherever possible. (pro-forma available on the Somerset Support Services for Education website under Education Safeguarding) [www.supportservicesforeducation.co.uk](http://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
* Agree and record actions and outcomes

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.

All child protection recordings should be scrutinised regularly to ensure the action and outcome has been carried and any drift avoided. All records are kept in accordance with SSE Record keeping guidance available on the Support Services for Education website under the Education Safeguarding section policy and guidance.

1. **Confidentiality**

Safeguarding and protecting children raises issues of confidentiality that must be clearly understood by all staff/volunteers in education.

All staff, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children’s Services: Safeguarding and Specialist Services and the Police).

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child’s age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.

Staff/volunteers who receive information about children and their families during their work should share that information only within appropriate professional contexts.

1. **Procedure**

When a member of staff is concerned about a child he or she will inform the Designated Senior Lead. The Designated Safeguarding Lead will decide whether the concerns should be referred to Children’s Services. If it is decided to make a request for involvement to Children’s Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

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 or there is a risk this might occur the teacher must report this to the police. This is a mandatory reporting duty. See - Keeping Children Safe in Education (DfE 2018): 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.

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 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.

Should the child’s whereabouts be unknown or they move to elective home education the Social Worker must be informed and the setting follow the procedure for reporting children missing education and elective home education

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.

1. **Communication with Parents**

We are fully committed to working in partnership with Parents. This Provision will ensure the Child Protection and/or 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 is would place a member of staff at risk).

The Provision will ensure that parents/carers understand the responsibilities placed on the school and staff for safeguarding children.

1. **Allegations involving staff/volunteers**

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.

In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2020, for further information)

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 of School/Chair of Governors will not **i**nvestigate 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 of the provision, should as soon as possible, (following briefing from the Local Authority Designated Officer (LADO)) 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

**13.1 Safer Working Practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment Document Guidance for safer working practice for those working with children and young people in education settings (2015)

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

Provisions will ensure supervision at break times, trips and when providing intimate care are assessed and policies written where needed.

1. **Site Safety**

The Provision will make *reasonable* effort to provide a secure, healthy, hazard-free environment for everyone at and visiting our provision. Consequently, all staff will:

* Maintain suitable/reasonable physical boundaries and barriers such as fencing, gates and locks on doors;
* Directly supervise children at all times, ensuring they remain on the premises and are never permitted to enter hazardous or insecure sections areas;
* Take all reasonable steps to monitor contractors, visitors and volunteers using the premises, requiring them to report to the provision office, take and read our Information and Guidance for Contractors and Visitors leaflet sign in to confirm that they have received, read and understood this leaflet, and wear a visitor’s badge/sticker;
* Alert contractors, visitors and volunteers to the settings Safeguarding expectations and protocols, as well as advising them of the name of the DSL and Deputy DSLs.
* Update the single central record of staff/volunteers /casual/governance that are in regulated activity with children.
* Fire Drills, First Aid and Lockdown. We will have clear processes and scrutiny with clear records.
* Early years must comply for to EYFS regulations with regards to paediatric first aid and First aid incidents regularly reviewed an acted upon should patterns of accidents emerge.
* Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider. Governors and proprietors will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the provision will consider how this is managed on our premises
* We will ensure that there is an only line safety policy for our provision that will include the use of smart phone technology

<https://slp.somerset.org.uk/sites/edtech/eSafety/Policies/eLIM%20online%20safety%20policy%20April%202018.docx>

Our provision believes good safe security allows both staff and pupils to feel safe and confident in their surroundings, and offers reassurance to parents and carers. We note that clearly defined risk management of the site allows staff to manage the school site by limiting trespass and by channelling visitors to the site through appropriate entrances.

1. **Safer Recruitment**

We will ensure that there are appropriate staff and governance with safer recruitment training for interviews and that safer recruitment practices are followed always. We will maintain a single central record to ensure all statutory requirements. All references will be verified and recorded.

1. **Keeping Children Safe in Education 2020**

What school and college staff should know and do.

A child centred and coordinated approach to safeguarding:

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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.

No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

1. protecting children from maltreatment;
2. preventing impairment of children’s health or development;
3. ensuring that children grow up in circumstances consistent with the provision
4. of safe and effective care; and
5. taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

The role of School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

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

All staff should be prepared to identify children who may benefit from 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.

Any staff member who has a concern about a child’s welfare should follow the referral processes set out in paragraphs 35-47. Staff should expect to support social workers and other agencies following any referral.

Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The Teachers’ Standards 2012 state that teachers (which includes headteachers) should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

16.1 What school and college staff need to know.

All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the;

1. child protection policy;
2. behaviour policy;
3. staff behaviour policy (sometimes called a code of conduct);
4. safeguarding response to children who go missing from education; and
5. role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.

The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers’ Appraisal) (England) Regulations 2012.

All schools are required to have a behaviour policy which Spaxton School has.

All staff should be aware of their local early help process and understand their role in it.

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.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children’s social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

16.2 What school and college staff should look out for Early help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

1. is disabled and has specific additional needs;
2. has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
3. is a young carer;
4. is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
5. is frequently missing/goes missing from care or from home;
6. is at risk of modern slavery, trafficking or exploitation;
7. is at risk of being radicalised or exploited;
8. is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
9. is misusing drugs or alcohol themselves;
10. has returned home to their family from care; and is a privately fostered child.

Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.

More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.

16.3 Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

16.4 Indicators of abuse and neglect

16.4 a) Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

16.4 c) Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

16.4 d) Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

16.4 e) Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

16.4 f) Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

16.4 g) Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can 9 involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A of Keeping Children Safe in Education Part 1.

16.4 g) Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

1. bullying (including cyberbullying);
2. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
3. sexual violence, such as rape, assault by penetration and sexual assault;
4. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
5. Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
6. Sexting (also known as youth produced sexual imagery);
7. and initiation/hazing type violence and rituals.

All staff should be clear as to the school’s policy and procedures with regards to peer on peer abuse.

16.4 i) Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

16.4 j) Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. 10 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of Keeping Children Safe in Education Part 1 for further details.

16.4 k) Mental Health

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

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people’s emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

16.4 l) Additional information and support

Departmental advice: What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

16.4 m) What school and college staff should do if they have concerns about a child

Staff 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 should always act in the best interests of the child. If staff have any concerns about a child’s welfare, they should act on them immediately. See flow chart setting out the process for staff when they have concerns about a child. If staff have a concern, they should follow their own organisation’s child protection policy and speak to the designated safeguarding lead (or deputy).

Options will then include:

1. managing any support for the child internally via the school’s or college’s own pastoral support processes;
2. an early help assessment;
3. a referral for statutory services, 12 for example as the child might be in need, is in need or suffering or likely to suffer harm.

Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working Together to Safeguard Children.

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

16.4 n) Early help

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.

16.4 o) Statutory assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

16.4 p) Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

16.4 q) Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like

radicalisation and sexual exploitation.

The online tool ‘Report Child Abuse to Your Local Council’ directs to the relevant local children’s social care contact number.

16.4 r) What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required.

This will include determining whether:

• the child requires immediate protection and urgent action is required;

• the child is in need, and should be assessed under section 17 of the Children Act 1989;

• there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;

• any services are required by the child and family and what type of services;

• further specialist assessments are required to help the local authority to decide what further action to take;

• to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child’s situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

16.4 s) Record keeping

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 (or deputy).

16.4 t) Why is all of this important?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. 13 Examples of poor practice include:

• failing to act on and refer the early signs of abuse and neglect;

• poor record keeping;

• failing to listen to the views of the child;

• failing to re-assess concerns when situations do not improve;

• not sharing information;

• sharing information too slowly; and

• a lack of challenge to those who appear not to be taking action.

16.4 u) What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children?

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

1. this should be referred to the Headteacher or principal;
2. where there are concerns/allegations about the Headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
3. in the event of concerns/allegations about the Headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

(Further details can be found in Part four of the Keeping Safe in Education 2020 guidance).

16.4 v) What school staff should do if they have concerns about safeguarding practices within the school.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school’s or college’s senior leadership team.

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

* general guidance on whistleblowing can be found via: Advice on Whistleblowing; and
* the NSPCC’s what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 0280285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email:help@nspcc.org.uk.



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child’s welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

16.5 a) Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

16.5 b) Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should be aware of their school’s or college’s unauthorised absence and children missing from education procedures.

16.5 c) Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

16.5 d) Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 20 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

* children who appear with unexplained gifts or new possessions;
* children who associate with other young people involved in exploitation;
* children who suffer from changes in emotional well-being;
* children who misuse drugs and alcohol;
* children who go missing for periods of time or regularly come home late;
* children who regularly miss school or education or do not take part in education.

16.5 e) Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

* children who have older boyfriends or girlfriends;
* children who suffer from sexually transmitted infections or become pregnant.

16.5 f) County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism15 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

16.5 g) Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and 15 national crime agency human-trafficking. 21 psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

16.5 h) Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

16.5 i) National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

* NSPCC- UK domestic-abuse Signs Symptoms Effects
* Refuge what is domestic violence/effects of domestic violence on children
* Safelives: young people and domestic abuse.

16.5 j) Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful 22 help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children’s services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child’s circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation:

16.5 k) So-called ‘honour based’ abuse (including Female Genital Mutilation and Forced Marriage)

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. 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 HBA, or already having suffered HBA.

**16.6 Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a 23 mandatory reporting duty placed on teachers16 that requires a different approach (see following section).

16.6 a) FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

16.6 b) FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for

teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. 17 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

16.6 c) Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

16.6 d) Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

* Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
* Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
* Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

16.6 e) The Prevent duty

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard21 to the need to prevent people from being drawn into terrorism”.22 This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

16.6 f) Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance.

16.6 g) Additional support

The department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

Prevent awareness e-learning offers an introduction to the Prevent duty.

Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.

Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

16.6 h) Peer on peer/child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

16.6 i) Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

* making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
* not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
* challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

16.6 j) Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape:

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration:

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault:

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

16.6 k) Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

1. sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
2. sexual “jokes” or taunting;
3. physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
4. online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

• non-consensual sharing of sexual images and videos;

• sexualised online bullying;

• unwanted sexual comments and messages, including, on social media;

• sexual exploitation; coercion and threats; and upskirting.

16.6 l) Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

16.6 m) The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

**Additional Advice and Support**

Abuse

* What to do if you're worried a child is being abused – DfE advice
* Domestic abuse: Various Information/Guidance - Home Office (HO)
* Faith based abuse: National Action Plan - DfE advice
* Relationship abuse: disrespect nobody - Home Office website

Bullying

* Preventing bullying including cyberbullying - DfE advice
* Preventing and Tackling Bullying, DfE advice

Children missing from education, home or care

* Children missing education - DfE statutory guidance
* Child missing from home or care - DfE statutory guidance
* Children and adults missing strategy - Home Office strategy

Children with family members in prison

* National Information Centre on Children of Offenders - Barnardo’s in partnership with HM Prison and Probation Service

Child Exploitation

* Trafficking: safeguarding children - DfE and HO guidance

Drugs

* Drugs: advice for schools - DfE advice
* Drug strategy 2017 - Home Office strategy
* Information and advice on drugs - Talk to Frank website
* ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

“Honour Based Abuse” (so called)

* Female genital mutilation: information and resources- Home Office guidance
* Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

Health and Well-being

* Fabricated or induced illness: safeguarding children - DfE, DH, HO
* Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
* Medical-conditions: supporting pupils at school - DfE statutory guidance
* Mental health and behaviour - DfE advice

Homelessness

* Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Online (see also Annex D)

* Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety

Private fostering

* Private fostering: local authorities - DfE statutory guidance

Radicalisation

* Prevent duty guidance- Home Office guidance
* Prevent duty: additional advice for schools and childcare providers - DfE advice
* Educate Against Hate website - DfE and Home Office advice
* Prevent for FE and Training - Education and Training Foundation (ETF)

Upskirting

* Upskirting know your rights – UK Government

Violence

* Gangs and youth violence: for schools and colleges - Home Office advice
* Ending violence against women and girls 2016-2020 strategy - Home Office strategy
* Violence against women and girls: national statement of expectations for victims - Home Office guidance
* Sexual violence and sexual harassment between children in schools and colleges - DfE advice
* Serious violence strategy - Home Office Strategy

Please refer to ‘Keeping children safe in Education 2020’ for direct links online.

**Appendix A**

**Reporting a concern about a child at Spaxton School:**

Please refer to the **‘Concern form’** (see appendix N) in the Safeguarding file.

All staff are trained to fill out a concern form when they are worried about a child. Staff fill in the facts only, along with information about time, date, venue and what the concern is.

The form MUST be passed to the DSL or DDSL on the same day if filled out before 3pm to allow the DSL or DDSL to decide if it is safe for the child to return home. If the form is filled in after the child has gone home then the form must be presented to the DSL or DDSL by the next morning.

If as a member of staff, you have concerns about the safety or welfare of a child and believe these concerns are not being acted upon by the school's designated safeguarding lead, it is your responsibility to take action by sharing the information with Somerset Children's Social Care (the Child Protection Team via Somerset Direct).

**Child protection procedure checklist for staff**

If:

* a pupil discloses abuse
* a member of staff suspects a pupil may be at risk of, or is being abused
* a third party expresses concern
* a member of staff witnesses an abusive situation involving a third party

The member of staff **MUST:**

* **RECEIVE** listen calmly without interrupting
* **RESPOND** ask open (non-leading) questions for clarification purposes only; do not promise confidentiality (TED – Tell me, Explain, Describe)
* **REASSURE** explain what you will do next (do not promise to keep a secret)
* **RECORD** complete **Cause for Concern Form**
* **REPORT** refer to Designated Safeguarding Lead (or Deputy) immediately

**Confidentiality**

* all staff have a professional responsibility to share information with other agencies in order to safeguard children
* staff cannot promise a pupil they will keep information confidential which might compromise the pupil's safety or welfare, or which might implicate others in serious misconduct
* the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only
* the schools will always undertake to share our intention to refer a pupil to Children's Services with their parent(s)/carers unless to do so would place the pupil at greater risk of harm, or impede a criminal investigation. If in doubt, advice on this issue will be sought from the Duty Social Worker

**Child Protection Records**

High standards of record keeping relating to Child Protection are essential. The schools will:

* maintain clear, accurate, detailed contemporaneous written records about pupils
* ensure all records are kept secure and in a locked location
* pass such records on to a receiving school when a pupil transfers
* pass Child Protection information to Children's Social Care

**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 2018.](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

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 and development 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

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 (2020)’ 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’ (2020). 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 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 Adviser can provide further advice on this matter.

**Appendix D**

**SSCB referral routes Somerset Safeguarding Children Board**

The SSCB has a statutory duty to co-ordinate how agencies work together to safeguard and promote the well-being of children and young people in Somerset and to ensure the effectiveness of the safeguarding arrangements.

**Report a child at risk**

If you are worried about a child or young person who could be in danger please contact

* Children’s Social Care on 0300 123 2224
* by email at childrens@somerset.gov.uk
* or the police

You can contact the police directly by dialling 101 and they will discuss with Children's Social Care what action should be taken. **In an emergency always contact the police by dialling 999**.

If you would like to speak to a social worker outside of office hours please phone the
Emergency Duty Team (EDT) on 0300 123 23 27.

If you suspect child abuse:

* **Do** listen to the child
* **Do** take what the child says seriously
* **Do** act quickly
* **Do** share your worries with Children's Social Care, the police or the NSPCC - they are there to help you
* **Do** continue to offer support to the child
* **Don't** delay
* **Don't** probe or push the child for explanations
* **Don't** assume that someone else knows and will help the child. You must act
* **Don't** be afraid to voice your concerns, the child may need urgent protection and help

Safeguarding is everybody's business.

**Appendix E**

**Radicalisation and Extremism** is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“Extremism is 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011). Prevent is one part of the United Kingdom’s counter-terrorism strategy (CONTEST) and aims to stop people from being exposed to extreme ideologies and becoming radicalised. The CONTEST strategy is divided up into four priority objectives:

* Pursue – stop terrorist attacks
* Prepare – where we cannot stop an attack, mitigate its impact
* Protect – strengthen overall protection against terrorist attacks
* Prevent – stop people becoming terrorists and supporting violent extremism

It is an approach that involves many agencies and communities, to safeguard people who may be at risk of radicalisation. Since the publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been attempts to radicalise vulnerable children and young people to develop extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. Children should be protected from messages of all violent extremism.

To report concerns, contact the Regional Police Prevent Team:

* Phone: 01179 455 536
* Email: channelsw@avonandsomerset.pnn.police.uk
* SWCPP (Safeguarding Children and Young people against Radicalisation and Violent Extremism) <http://www.proceduresonline.com/swcpp/somerset/p_sg_ch_extremism.html?zoom_highlight=prevent>Revised Prevent Duty guidance for England and
* Wales.https://www.gov.uk/government/publications/prevent-duty-guidance

**Appendix F**

**Dangerous Drugs**

As part of the statutory duty on education providers to promote pupils’ wellbeing, education have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government’s Drug Strategy 2010 ensures that education staff have the information, advice and power to:

• Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service (<https://www.talktofrank.com>);

• Tackle problem behaviour in schools, with wider powers of search and confiscation;

• Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.

• Have a designated, senior member of staff with responsibility for the drug policy and all drug issues within the setting.

• Establish relationships with local children and young people’s services, health services and voluntary sector organisations to ensure support is available to pupils affected by drug misuse (including parental drug or alcohol problems).

Searching and Confiscation Advice on searching and confiscations can be found in Screening, searching and confiscation; advice for head teachers, staff and governing bodies.

**Appendix G**

**Attendance**

**Long term absence due to medical need**

Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

• Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions.

• Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf>

**Appendix H**

**Restraint**

What is reasonable force?

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. 2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 3. ‘Reasonable in the circumstances’ means using no more force than is needed. 4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf>

**Appendix I**

**Changing for PE**

There is no current legislation around safe PE changing practices in primary schools; it is up to individual schools to write their own guidelines. These are some of the things that schools should take into consideration when deciding how to practicably provide safe and appropriate changing facilities.

Clear guidelines are recommended because:

* getting changed can make some children feel vulnerable
* getting changed can cause anxiety for some children
* staff can feel unsure about PE changing supervision and how to ensure that both children and adults are safe.

Changing areas

We need to consider the following things when organising changing facilities for children:

Where possible, use designated single-gender changing rooms or areas.

Mixed gender changing areas are less appropriate as children get older and staff need to be sensitive to those who physically mature at a much earlier or later age than their peers.

In most circumstances, boys and girls should be changing in separate areas by the time they are aged 7/8. This is the case at Spaxton School.

Schools should make adequate and sensitive arrangements for changing which consider the needs of pupils with disabilities and children from different religions, beliefs and cultural backgrounds or gender identity.

**Appendix J**

**The SSCB**

The Somerset Safeguarding Children Board (SSCB) is the statutory, multi-agency partnership with responsibility for coordinating, monitoring and challenging all activity relating to safeguarding children and young people living in Somerset. Safeguarding Children Boards were set up as a result of the 2004 Children Act and are regulated by that law.

The work of the SSCB is broad and varied but includes:

* Developing multi-agency policies and procedures for safeguarding
* Participating in the strategic planning of children’s services
* Communicating the need to safeguard and promote the welfare of children to professionals and the public
* Conducting Serious Case Reviews when a child dies or is seriously harmed and abuse or neglect is suspected
* Ensuring procedures to ensure a coordinated response to unexpected child deaths
* Collecting and analysing information about all child deaths that occur in the area to identify issues of concern
* Providing multi-agency training and development to staff on safeguarding children

The SSCB have developed a range of learning opportunities that have been informed by the Board’s priorities, quality assurance activities and learning reviews, which aim to equip you in your tasks and enable you to work confidently alone and alongside others to keep children safe and promote their wellbeing. These training opportunities and a wide variety of information, advice, tools and resources is located on the website: <http://sscb.safeguardingsomerset.org.uk/>.

**Useful Contacts**

Consultation Line for Children’s Safeguarding Leads’, 0300 123 3078

Somerset Direct (Children’s and Adult’s) 0300 123 2224

* CAMHS (Children and Adolescences Mental Health Service) Telephone Advice Line (12.00pm to 2.00pm Monday to Friday)
* Mendip 01749 836561
* South Somerset 01935 384140
* West 01823 368368
* GP’s and Lead Professionals (9.00am to 4.00pm Monday to Friday)
* Early Help Advice Hub 01823 355803
* Emergency Duty Team (EDT) 0300 123 2327
* getset Mendip 01458 833017
* getset Sedgemoor 01278 446771
* getset South Somerset 01935 848942
* getset Taunton and West Somerset 01823 322508 / 01643 700030
* Prevent – Regional Police Prevent Team 01179 455536/539
* channelsw@avonandsomerset.pnn.police.uk

**LGBT - stonewall.org.uk**

* Somerset Drug and Alcohol Service (SDAS) 0300 303 8788
* Somerset Integrated Domestic Abuse Service (SIDAS) 0800 694 9999
* Somerset Partnership Integrated Therapy Service 0303 033 3002
* (9.00am to 12.00pm, Mon, Wed, Thurs, Fri)

**Somerset Support for Education (SSE)**

<http://www.supportservicesforeducation.co.uk/>

**Somerset Direct**

<http://www.somerset.gov.uk/childrens-services/safeguarding-children/report-a-child-at-risk/>

**Appendix K**

**Intimate Care**

There are times intimate care is needed, we will consider need of pupil attending our provision and provide a separate policy following the guidelines below

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf>

**Appendix M**

**Professional Conduct and Safety**

Our staff, volunteers and visitors will be provided with clear guidance on professional behavior and standards in the setting code of conduct.

Use of provide phones, smart technology, private email address etc should not be used to communicate with parents or children about setting issues, it is advised social networks are protected and used professionally.

**Appendix N**

**Cause for Concern form**

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