



# Child Protection & Safeguarding policy

**Part 2 – School policy  
(to be read in conjunction with Part 1 – the overarching Trust Policy)**

LINKS: Allegations of abuse against staff, Recruitment (incorporating safer recruitment), Whistblowing, Complaints, Anti-bullying, staff code of conduct.

DATE: 26<sup>th</sup> November 2020

POSTHOLDER RESPONSIBLE: Rachel Rood

MONITORED BY: Local Governance Committee

DATE RATIFIED BY GOVERNORS:

AUDIENCE: Staff, parents, students

REVIEW DATE:



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

Signature .....

Date .....

Headteacher/Head of School

Signature .....

Date .....

Chair of Local Governance Committee

Signature .....

Date .....

CEO of Quantock Education Trust

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## 1. Introduction

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

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

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 representatives 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.

Keeping Children Safe in Education Part 1 and Annex A will be read by all members of staff and governance representatives; 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.

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.

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 with 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)

## **2. Terminology and Definitions**

*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.

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

## **3. 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*.

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

This policy applies to all pupils, staff, parents, volunteers, governance representatives and visitors and should be read in conjunction with Part 1 – the overarching Trust policy. This policy will be reviewed annually by the governing body. It will be implemented through the school'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, Headteacher/Head of School and Governance representatives through staff performance measures and day to day practice.

#### **5. Equality statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs

- Are looked after or previously looked after
- Are showing signs of engaging in anti-social or criminal behaviour especially if there is a concern that it is exploitative
- Are missing education
- Have family circumstances which present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Are showing early signs of abuse and/or neglect
- Have poor attendance or high medical absence
- Are suffering peer on peer abuse
- Are privately fostered

## **6. Statutory Framework**

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

- The Children Act 1989 and 2004
- United Convention of the Rights of the Child 1991
- Data Protection Act
- Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002 (Section 175/157) which outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”
- Somerset Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Effective Support for Children and Families)
- Working Together to Safeguard Children (2018)
- 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
- Governance Handbook
- The Rehabilitation of Offenders Act 1974

Working Together to Safeguard Children (DfE 2018) requires each school to follow the procedures for protecting children from abuse which are established by the South West Child Protection Procedures ([www.swcpp.org.uk](http://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.

This policy also complies with our funding agreement and Articles of Association.

## **7. Roles and responsibilities**

### **7.1 All staff**

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

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

Our staff members and regular visitors are asked to sign to say they have read these sections and should subsequently be re-directed to these online documents again should any changes occur. This document will also be made available for parents on our website.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL) the behaviour policy and the safeguarding response to children who go missing from education
- The Early Help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation (see Appendix A – Types of Abuse)
- The Teachers' Standards 2012 state that teachers (including Headteacher/Head of Schools) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The signs to look for which are 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 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 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.

### **7.1.1 Staff Training**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding organisations which have overall partnership responsibility for safeguarding children in Somerset (Somerset County Council, Avon & Somerset Constabulary and Somerset Commissioning Group).

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

## **7.2 The Designated Safeguarding Lead**

Local Governance Committees/Trustees and Headteachers/Head of School should ensure that the school 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 school (a member of the senior leadership team), to carry out the

duties of the post including committing resources and where appropriate, supporting and directing other staff.

It is a matter for individual schools to decide how many Deputy Designated Safeguarding Leads to have, but all should have at least one. Any deputy (or deputies) should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility should not be delegated.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

'When to call the police' NPCC should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

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.

#### **7.2.1 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 Headteacher/Head of School 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.
- 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.
- 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 Headteacher/Head of School in the authority that looks after the child.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- 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.
- 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)
- Utilise, implement, scrutinise and monitor the use of Early Help Assessments in the provision.
- 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.
- Understand and support the school 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.
- 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.
- Be able to keep detailed, accurate, secure written records of concerns and referrals with actions and outcomes.
- Ensure the education provision's Single Central Record is correct at all times and safe recruitment procedures are upheld.
- Work with relevant staff in the provision to ensure the site is safe and secure.
- 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

#### **7.2.2 Training for DSL and DDSL**

The DSL and DDSL 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:

- 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 may put in place to protect them.

- Attend the Local Authority's education DSL conferences that are held termly for updates

### **7.3. 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 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 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

### **7.4 The Governing Body - Local Governance Committee (LGC)**

LGCs 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 Trustees will approve this policy at each review, ensure it complies with the law and hold the LGCs and Headteacher/Head of Schools to account for its implementation.

The responsibilities placed on LGC include:

- Contributing to ensure the provision is carrying out inter-agency working, and that there is a good understanding of the school's role in the three safeguarding partner arrangements 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 and governors have read Part One of *Keeping Children Safe in Education (DfE 2020)* –and are aware of specific safeguarding issues.
- Ensure that all local governors undertake safeguarding and Prevent training.

- The Chair of the Local Governance Committee will act as the ‘case manager’ in the event that an allegation of abuse is made against the Headteacher/Head of School, where appropriate ([Allegations of Abuse Against Staff Policy](#))
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring an appropriate senior member of staff is appointed 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
- 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.

#### **7.4.1 Training for Governance Representatives**

All governors will receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the ‘case manager’ in the event that an allegation of abuse is made against the Headteacher/Head of School, they will receive training in managing allegations for this purpose.

### **7.5 Headteacher/Head of School**

The Headteacher/Head of School is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website



- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

## **7.6 Early years providers and primary schools add: In addition to requirements for staff above**

- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- The school code of conduct includes acceptable use of technology, including mobile phones and cameras: [http://www.spaxton-school.co.uk/website/policies\\_1/217898](http://www.spaxton-school.co.uk/website/policies_1/217898)

### **6.6.1 Training and Support**

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## **8. 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.

Schools 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 (see Appendix B).

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.

Education Providers and 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.

Annex C of Keeping Children Safe in Education (September 2020) addresses the use of technology which can be a significant component of many safeguarding issues including CSE, CCE, radicalisation, sexual predation etc., whereby technology provides the platform that facilitates harm. (See Appendix A for information on further descriptors of abuse and specific safeguarding issues)

### **Education at home**

Where children are being asked to learn online at home the department has provided advice to support schools do so safely: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

### **8.1 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.

### **8.2 Looked after children**

The staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. Previously looked after children also remain vulnerable and need to be kept safe.

### **8.3 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 numbers for every child on roll.

### **8.4 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\\_EH\\_WB\\_draft\\_20\\_03\\_15.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EH_WB_draft_20_03_15.pdf)

## 8.5 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 multi-agency meetings to share knowledge.

### Opportunities to teach safeguarding

Governing bodies and senior leaders should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory in September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> . The following resources may help schools:

- DfE advice for schools: [Teaching-online-safety-in-schools](#)
- UK Council for Internet Safety (UKCIS)27 guidance: [Education-for-a-connected-world](#)
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Rise Above](#)

Whilst it is essential that governing bodies and senior leaders ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

At Spaxton CofE primary School, children are taught about safeguarding through collective worships and our PSHE curriculum. One of our school values is protect so it is discussed in relation to this value.

## 9. 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 any staff member receives a disclosure about potential harm caused by another staff member, they should refer to the Headteacher/Head of School and the Trust's [Allegations of Abuse Against Staff policy](#).

## 10. 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.

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 Support Services for Education (SSE) Record keeping guidance is available on the SSE website under the Education Safeguarding section policy and guidance.

### **Single Central Record (SCR)**

Keeping an accurate Single Central Record is a statutory requirement and an essential part of keeping children safe in education and forms part of the statutory guidance Keeping Children Safe in Education (KCSIE) (DfE 2020) which applies to all maintained schools and academies. The SCR is covered by the statutory guidance included within KCSIE and is a requirement of the School Staffing Regulations (and Independent School Regulations for academies). Guidance about what information should be held on the SCR is outlined at paragraph 164 of KCSIE

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

## **11. 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); Governance Committees and Trustees should ensure that the relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and GDPR.

Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

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.

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

## **12. Procedure**

When a member of staff is concerned about a child he or she will inform the Designated Safeguarding Lead. The DSL 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 2020): 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. All details surrounding a concern will be recorded online via the child's profile on Arbor.

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 and governance representatives, as appropriate, 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.

### **13. Communication with Parents**

We are fully committed to working in partnership with Parents. The school will ensure the Child Protection and/or Safeguarding Policy is available publicly either via the provision website or by other means.

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

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.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority's social care team before doing so.

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

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

### **14. Safer Recruitment**

The school will follow relevant guidance in Keeping Children Safe in Education September 2020 (Section 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS): <https://www.gov.uk/government/organisations/disclosure-and-barringservice>. In particular:

- The school will ensure that at least one person on recruitment panels has undertaken all appropriate safer recruitment training as outlined in KCSIE September 2020;
- The school will conduct all appropriate pre-appointment checks on staff and Governors including enhanced DBS checks as set out in paragraph 149 of KCSIE 2020. For the avoidance of doubt, all Members, Trustees and 6 Governors will also require Section 128 checks.
- With regard to the recruitment of volunteers, an enhanced DBS will be required for any volunteers who may have unsupervised contact with a child. For volunteers whose contact with children will always be supervised, a signed self-declaration form (available from Trust HR team) should be obtained. For the avoidance of doubt, a volunteer is someone who is regularly involved with activities in the school as distinct from a visitor.
- The school will maintain a Single Central Record of pre-appointment checks for all members of staff, Governors, salaried teacher-trainees and agency/third-party supply staff.

- The Central Team of the Trust will maintain a Single Central Record of pre-appointment checks for staff employed within the Central Team and for Members and Trustees – these checks will be available to schools for review and to provide to Ofsted Inspectors when a school is being inspected.
- The school will ensure that all staff and volunteers have read the staff code of conduct and understand that their behaviour and practice needs to be in line with it.
- The school should ensure that any term-time contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check and have received safeguarding training appropriate to their roles (this may be the same training as directly employed staff, for example in the case of catering contractors who are based at the school, or it might be checking of DBS status, for example in the case of grounds maintenance staff who are only on site occasionally). If the Headteacher/Head of School or DSL is not satisfied that appropriate training has been received they should require that school-based training is undertaken. In the case of self-employed contractors, it may be necessary for the school to obtain the DBS check.
- Where the school places a pupil with an alternative provision provider written confirmation will be obtained from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.
- For Initial Teacher Training students, the school will obtain written confirmation from the provider that it (the provider) has carried out all pre-appointment checks that the school would otherwise be required to perform.
- In the event of a pre-appointment check returning information which raises concern but which does not disbar an applicant from working with children, advice must be sought from the Trust's Head of HR. It may also be necessary to seek advice from the LADO. The safety and wellbeing of children and young people is paramount and an appointment should only be made where the school is confident that safeguarding practice is not compromised.

## **15. Complaints and concerns about school safeguarding policies**

Please refer to the QET's [Complaints policy](#) available on the Trust's website.

### **15.1 Allegations involving staff/volunteers**

Please refer to the QET's [Allegations of Abuse Against Staff policy](#) available on the Trust's website.

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



- Behaved or may have behaved in a way that indicates he or she may not be suitable to work with children

This applies to any child the member of staff/volunteer has contact with in 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 Headteacher/Head of School or Principal. Where there are concerns about the Headteacher/Head of School 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 Headteacher, where the Headteacher 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 Headteacher/Head of School.

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

- If the allegation meets any of the four 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 Headteacher/Head of School, should as soon as possible, (following briefing from the Local Authority Designated Officer) inform the subject of the allegation.

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

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

## **15.2 Other complaints**

A copy of the Trust's complaint procedure can be found on the Trust's website ([Complaints policy](#)).

## **15.3 Whistle-blowing/Raising concerns about safeguarding practice**

A copy of the Trust's [Whistleblowing policy](#) can be found on the Trust's website.

All staff, volunteers and agency staff should feel able to raise concerns about poor or unsafe practice and any potential failures in the safeguarding regime and know that such concerns will be taken seriously by the senior leadership team and designated safeguarding leads. Should staff feel unable to raise concerns within the organisation, advice and guidance has been produced to ensure that they are aware of how to raise such concerns externally see Appendix D: NSPCC Whistleblowing advice and information which is also available on the safeguarding notice board in the staff room. In addition, the Whistleblowing policy is available via the website.

The school's concerns flowchart provides additional information about how to make a referral to Children's Social Care, the LADO or to report concerns to the NSPCC advice line in instances where they have concerns about the organisations' response to child protection, the conduct of staff or they do not feel that appropriate action has been taken in relation to concerns they have raised. This is available in Appendix E of this document.

## **16. 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.

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.

Use of mobile phones and cameras – staff will not take photos or recordings of pupils on their personal phones or cameras. We will follow the GDPR and Data Protection Act 2018 when taking, using and storing photos and recordings for use in school.

Further information regarding safer working practices can be found in the school's staff handbook.

The school code of conduct includes acceptable use of technology, including mobile phones and cameras: [http://www.spaxton-school.co.uk/website/policies\\_1/217898](http://www.spaxton-school.co.uk/website/policies_1/217898)

## **17. 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:

- Have an awareness of all health and safety requirements and procedure to follow in exceptional and emergency circumstances
- 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.
- Whilst filtering and monitoring are an important part of the online safety picture for schools 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 on-line safety policy for our provision that will include the use of smart phone technology

Our provision believes good site 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.

## **18. Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **19. Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## **20. Monitoring arrangements**

This policy will be reviewed **annually** by the Headteacher/Head of School. At every review, it will be approved by the Local Governance Committee and ratified by the CEO of the Quantock Education Trust.

## Appendix A - Types of Abuse

**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.

**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.

**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.

**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 29).

**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.

### Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children, and both the physical assaults and psychological abuse

suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

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

### **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.

### **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:

- <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>
- <http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>
- <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

### **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 advice](#), and [mental-health-and-behaviour-in-schools](#). 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-peoples-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.

### **Fabricated or Induced Illness by Carer (FII)**

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

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

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

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

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

### **Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks

- The provision of pastoral and/or academic support

### **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 85 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; and
- children who regularly miss school or education or do not take part in education.

### **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; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child-sexual-exploitation-definition-and-guide-for-practitioners](#)

### **Peer on peer abuse (Harmful Sexual Behaviour, Sexual violence and Harassment in education 2017)**

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



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

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

This type of abuse can include upskirting, which 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 victim humiliation, distress or alarm. This is now a criminal offence and incidents must be reported to the police in the first instance.

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

Guidance on responding to and managing sexting incidents can be found at: <https://ceop.police.uk>

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

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

- Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using the Brook Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

### **Honour-Based Violence (HBV)**

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

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

### **Female Genital Mutilation (FGM)**

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

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

If there is an IMMEDIATE RISK, call the Police on 999 (emergency number).

If there is NOT an immediate risk, call the Police on 101 (non-emergency number).

### **Forced Marriage**

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

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

### **Breast Ironing/Binding**

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear. When a disclosure or signs of breast ironing are noted, staff should always alert the DSL immediately.

### **Faith Abuse**

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

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

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

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

### **Extremism and Radicalisation**

The UK Government defines extremism as: "The 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" and/or "calls for the death of members of our armed forces, whether in this country or overseas." Radicalisation is defined by the UK Government within this context as: "The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups."

### **Preventing extremism**

Children and young people can be vulnerable to extremist ideology and radicalisation and forms part of schools safeguarding responsibilities, as set out in the Prevent Duty. Extremism is the vocal or active opposition to our fundamental values and radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Further information can be accessed below in relation to:

- Extremism & Radicalisation - [The Prevent Duty](#)
- [Keeping children safe in education Sep 2020](#)

We take the "Prevent" duty seriously and recognise that Safeguarding against extremism and radicalisation is no different from Safeguarding against any other vulnerability; it is about protecting children and young people from being groomed and exploited by others.

### **Historical Abuse**

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

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

### **County lines**

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 Mechanism<sup>103</sup> 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.

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

### **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 is provided in the Home Office's [Advice-to-schools-and-colleges-on-gangs-and-youth-violence](#) and its [Criminal-exploitation-of-children-and-vulnerable-adults-county-lines](#).

### **Private Fostering**

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

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

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

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

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

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

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

### **Hate Crime**

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

### **Sexting**

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

### **Online Abuse**

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

### **Grooming**

Is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or

professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

### **Missing Children**

Anyone under the age of 18 years is to be considered “missing” if he/she is absent from his/her place of residence without authority to a degree or in circumstances where the absence causes concern for safety of the child or a danger to the public” This includes children and young people who have been forced to leave home and those whose whereabouts are unknown and those who feel they have had to leave home (rather than making a positive choice to do so).

High risks concerns include where:

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

See Somerset Safeguarding Children Board Protocol for Children who go missing.

<https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/2016/06/Missing-Children-Protocol.pdf>

### **Homelessness**

Homelessness or the being at risk of being made homeless is a significant risk for children or young people. The DSL should refer the matter to Children’s Services as soon as possible.

The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help, including an assessment of need and circumstances.

The DfE 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 or require accommodation.

### **Children missing Education (CME)**

Children of compulsory school age who:

- Are not on a school roll, and
- Are not getting a suitable education other than at school

For more information, refer to the Somerset 's Children Missing in Education Policy. When children abscond from, or on route to/from, school, unexpectedly going missing from their registered school or education provider, parents/carers must be informed immediately and the Police involved where appropriate. When children (who are NOT on holiday and/or whose reason for absence is unknown) the absence is recorded as unauthorised and the education provider makes good attempts to find the child. Should the child not be found the case should be referred following the Child Missing in Education process. The CME referral process does NOT replace Safeguarding procedures for the reporting of Child Protection concerns, which must be observed at all times. All staff should be alert to children going missing as this can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, sexual abuse or exploitation, travel to conflict zones, FGM, forced marriage. Early intervention is necessary to protect and safeguard a child or young person.

Missing Children [MissingChildren@somerset.gov.uk](mailto:MissingChildren@somerset.gov.uk)  
Elective Home Education Team [EHETeam@somerset.gov.uk](mailto:EHETeam@somerset.gov.uk)

### **Children on roll**

Where there are Children on roll but missing education through complex, refusal or medical need (including those cases open to education welfare service, health or SEN) remain the **settings** responsibility for safeguarding and procedures will be put in place to monitor their wellbeing

Should a child/parent refuse or be non-attending due to a court process for poor attendance the provision needs to escalate and monitor welfare. Cases should be referred to *The Team around the School* who will consider support or escalation.

### **Children with family members in prison**

These children are more likely to have poor outcomes, including poverty stigma, isolation and poor mental health. More information to support school can be found at <https://www.nicco.org.uk/>.

## 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.

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 - NSPCC Whistleblowing advice and information

Date of issue July 2020

**If you have any concerns about the conduct of a colleague or staff member, you are obliged to report them appropriately.**

You can do this by contacting the Local Area Designated Officer on 0300 123 2224. You will be able to hold an advisory conversation in order to clarify the best course of action, given the concerns that you have.

You can also seek support and advice from the National Society for the Prevention of Cruelty to Children (NSPCC), as outlined below:

**Contact the Whistleblowing Advice Line**

**Call 0800 028 0285**

**Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)**

## Appendix D – Employees Safeguarding Induction

Staff Member: Name and Role:	
Date of Commencement:	
Inductor: Name and Role	
Date of Induction:	
Signed by Inductee:	
Signed by Inductor:	

### Agenda

Welcome to Spaxton CofE Primary School

Outline of the induction meeting

- [Any School] Vision and Ethos
- What is Safeguarding (Child Protection)
- What safeguarding means for children or young people at [Any School]
- Voice and influence
- Action to be taken if you have a concern

### Vision and Ethos

***‘Together we flourish and achieve’***

Working together as one collaborative body (staff, parents, Governors, church, village and Trust), we offer pupils of Spaxton CofE Primary School the very best opportunities to grow physically, socially, emotionally and spiritually as well as academically.

### What is Safeguarding (Child Protection)

Safeguarding is an overarching term used to ensure that the welfare of children and young people is paramount, and they are protected from abuse and neglect. We all have a statutory duty to safeguard and promote the welfare of children. This means protecting children and young people from abuse and neglect; preventing impairment of health or development; ensuring they are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people to have the best life chances.

Every member of staff, irrespective of their role in the organisation, has a responsibility to keep children or young people safe and to take appropriate action whenever they hear, observe or are told information that could impact on their welfare and safety.

Child protection is the statutory threshold for intervention in family life whereby a child or young person is suffering or at risk of significant harm. As an organisation [Any School] has a number of statutory responsibilities that must be fulfilled which are set out in legislation and statutory guidance.

You have been issued with Part 1 of Keeping Children Safe in Education (September 2020 and Annex A) and you will have been asked to read the document ahead of today's induction. Have you had an opportunity to do so? Do you have any questions?

### **What Safeguarding means for children or young people at Spaxton**

At Spaxton we expect our staff to exercise high standards of behaviour and provide high quality professional support to our children. It is therefore important that we all understand that the nature of our work and the responsibilities related to it, which places us in unique position of trust. During the course of your induction you will have the opportunity to access a range of training that will provide you with the knowledge and skills you need to do your job. In addition, you will be required to read a number of different policies and procedures that will provide you with contextual information and guidance.

All staff, irrespective of their role in the organisation, have a responsibility to ensure that illegal, unsafe, unprofessional or irresponsible behaviour exhibited by staff is challenged and reported. It is always difficult to raise concerns about a colleagues' behaviour, but you must discuss any concerns with the designated or deputy safeguarding lead.

If you do not feel you can raise concerns within the organisation then you can access the NSPCC Whistleblowing helpline on 0800 028 0285 between 8 a.m. and 8 p.m. or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

You must familiarise yourself with the following policies which are available on the Safeguarding Notice Board (Staff Room) and on the School Website:

1. Guidance on safer working practice for those working with children and young people in education settings (April 2020) [Any School] has adopted this as our staff code of conduct which is available in the staff room on the safeguarding notice board
2. What to do if you're worried a child is being abused (DfE March 2015) advice for practitioners
3. Safeguarding (Child Protection) Policy and Procedures can be accessed in the staff room and on the school website.
4. Behaviour policy and Children Missing Education procedures

### **Voice and influence**

When working with children and young people communication is crucial, especially in relation to safeguarding. Communication is a two-way process and doesn't just relate to a child's ability to communicate via speech therefore, we need to approach communication in its broadest terms, considering body language, gestures, behaviour and presentation. We must also support our children to make positive choices.

Action to be taken if you have a concern about the welfare of a pupil or the conduct/actions of a member of staff or visitor to Spaxton CofE Primary School.

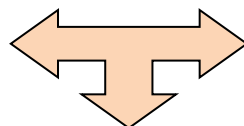
You should discuss your concerns, observations or any information that may impact on the welfare of a child with a designated or deputy safeguarding lead. The flowchart overleaf has been developed to offer you guidance on what you should do. It is not intended to cover all eventualities, but it aims to provide a framework for action.

What is important is that you take action and raise your concerns, the designated or deputy safeguarding lead may hold other relevant information, but your information may be new and important - the final part of the information jigsaw.

## Appendix E – NSPCC General Information and Advice

### Action to be taken where there are concerns about the welfare of a child or young person or the conduct/actions of Staff or Visitors

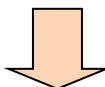
Always act in the best interests of the child or young person.  
The welfare of the child is paramount.



Always maintain an attitude of '**it could happen here**'

**Be alert to the signs of abuse and neglect. Supporting documents include:**

[Any School] Safeguarding (Child Protection) Policy & Procedures  
What to do if You're Worried a Child is Being Abused: Advice for Practitioners



Part One: Keeping Children Safe in Education  
Working Together to Safeguard Children

**If, a child or young person is in immediate danger or is at risk of significant harm**

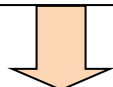
Anyone can make a referral to Children's Social Care and/or the Police. The Designated Safeguarding Lead (DSL) should be informed if a referral has been made).

**Children's Social Care: 0300 123 2224**

**Emergency Duty Team: 0300 123 2327**

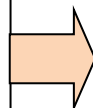
**CALL 999 IN AN EMERGENCY**

If you have a concern relating to dangerous or illegal activity or any wrongdoing within the organisation and you do not feel you can raise a concern directly you can contact the  
**NSPCC Whistleblowing helpline 0800 028 0285**



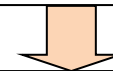
#### **Child Welfare**

Discuss your concerns with  
your immediate line manager  
OR  
with the Designated/Deputy  
Safeguarding Lead (DSL)



#### **Safeguarding/Child Protection Concerns**

The DSL will consider what information is  
already known consider indicators of risk  
and following multi-agency guidelines take  
appropriate action



#### **Concerns relating to the conduct or actions of a staff member**

The DSL will liaise with the Headteacher or you can refer your  
concerns directly. If concerns relate to Headteacher the Chair  
of Governors must be notified. All allegations will be  
investigated following statutory guidance and Somerset  
Safeguarding Partnership procedures by the Local Authority  
Designated Officer (LADO)

## Appendix F - Early Years Provision

### Working Together 2018 states

- Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

### Keeping Children Safe in Education 2020 states

- The Early Years Foundation Stage Framework (EYFS) is mandatory for all early years providers. It applies to all schools that provide early years provision including maintained nursery schools.

### The Early Years Foundation Stage states

- Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers other than childminders are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing.
- Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting.

Early Years Providers must be compliant with the Safeguarding and Welfare Requirements  
Below is the link to the EYFS

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

- As an appendix to this policy, we ensure that we are compliant with all the Safeguarding and Welfare Requirements of the Early Years Foundation Stage 2017 by adopting the following:
- We have a mobile phone and camera policy in place within the provision that details the procedure for use of these devices. This covers the use of Mobile Phones and Cameras in the setting and on visits and includes the settings procedures with regards to mobile phones and cameras for all staff, volunteers and visitors.

For more information, please see the school code of conduct which includes acceptable use of technology, including mobile phones and cameras:

[http://www.spaxton-school.co.uk/website/policies\\_1/217898](http://www.spaxton-school.co.uk/website/policies_1/217898)

## Appendix G – 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 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](mailto:channelsw@avonandsomerset.pnn.police.uk)

### LGBT - [stonewall.org.uk](http://www.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 H – 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](mailto: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 I – Radicalisation and Extremism

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](mailto: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\\_highli ght=prevent](http://www.proceduresonline.com/swcpp/somerset/p_sg_ch_extremism.html?zoom_highli ght=prevent) Revised Prevent Duty guidance for England and
- Wales. <https://www.gov.uk/government/publications/prevent-duty-guidance>

## **Appendix J – 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;
- 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 Headteacher/Head of Schools, staff and governing bodies.

## Appendix K - 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf)

## Appendix L - 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **Appendix M – Changing for PE**

### **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.

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.

