

# MILVERTON COMMUNITY PRIMARY AND PRE-SCHOOL



## Somerset Children in Education Child Protection and Safeguarding Policy

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

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body July 2019

It is due for review July 2020

Signature .....

Date .....

Head Teacher

Signature .....

Date .....

Chair of Governors

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## 1. Introduction

This Child Protection and Safeguarding Policy applies to **all** staff, including senior managers, the Board of Governors, paid staff, volunteers and sessional workers, work experience staff, 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 to keep them safe.

Purpose:

- To inform staff, governance 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 of the Somerset Safeguarding Children Board's Inter-agency Child Protection and Safeguarding Procedures.
- This policy will support Section 175 of the Education Act 2002 that requires local education authorities and the Governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

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

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

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

Our temporary staff/volunteers will be made aware of the policies and procedures by the Designated Safeguarding Team -including Child Protection and Safeguarding Policy and staff Code of Conduct.

Our induction training will include the school's Behaviour Policy for pupils and the staff Code of Conduct, the Child Protection Policy and school's procedures for managing pupil attendance to ensure they are not 'children missing education'.

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

Annex A now includes four key topics for all staff 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 the expectations of staff/volunteers for 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)*

## 1a. Terminology

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

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

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

*Child* includes everyone under the age of 18 years old. Those over 18 but on roll with an education setting will be referred to Adult Services for support.

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

## 2. Mission Statement of our School

- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

- Ensure children know that there are adults in our school whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs, are supported appropriately. This could include referral to Early Help services or specialist services if they are a child in need or have been/ are at risk of being abused and neglected.
- 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*.

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

This policy applies to all pupils, staff, parents, volunteers, governance and visitors. This policy will be reviewed annually by the Board of Governors. It will be implemented through our induction programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead (DSL), Head and Governors through staff performance measures, reports and day to day practice.

### 4. Statutory Framework

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

- The Children Act 1989 and 2004
- United Convention of the Rights of the Child 1991
- Data Protection Act
- Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002 (Section 175/157) which outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils"
- Somerset Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Effective Support for Children and Families)
- Keeping Children Safe in Education (DfE, September 2019)
- Special educational needs and disability (SEND) code of practice: 0- 25 years. HM government 2014
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015) Early Years Foundation Stage 2017

- Sexual violence and sexual harassment between children in schools and colleges; DfE May 2018.
- The Prevent Duty 2015

Working Together to Safeguard Children (DfE 2018) requires each Education Provision to follow the procedures for protecting children from abuse which are established by the 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 or 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.

## 5. The Designated Safeguarding Lead (DSL)

The Board of Governors will ensure that the school designates a 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 senior management), to carry out the duties of the post including committing resources and where appropriate, supporting and directing other staff.

During term time the DSL and or Deputy will always be available (during provision hours) for staff in the school 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.

### 5a. Responsibility of the DSL (and Deputy DSLs when supporting or stepping up in the Designated Lead's absence)

- The DSL/DDSL will refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services) and/or Police (cases where a crime may have been committed) or to the Channel programme where there is a radicalisation concern.
- Liaise with the Head Teacher to inform him of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations or Section 42 where Adults are concerned
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff members around requests for involvement to other agencies.
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and where applicable the name of the virtual school Head Teacher in the authority that looks after the child.



- Have a good knowledge and attend meetings (or submit reports) to contribute to the planning for children who have Child in Need or Child Protection Plans.
- Utilise, implement, scrutinise and monitor the use of Early Help Assessments in the school.
- Work with relevant staff in the school to ensure the site is safe and secure.
- Ensure recording child safeguarding and child protection files are correctly drawn up with effective chronologies and regularly reviewed to scrutinise any patterns or drift/outstanding actions. A recommended recording format is set out on the SSE education safeguarding site.
- Ensure the education provision's Single Central Record is correct at all times and safe recruitment procedures are upheld.
- Ensure the school's site security and risk assessments are maintained and completed to support staff and children in feeling safe.
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure written records of concerns and referrals with actions and outcomes.
- 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.
- 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) when considering any measures the school may put in place to protect them.

## 5b. Training

The DSL 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:

- Undertake any necessary training and ensure it is shared within the setting
- 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)
- Attend the Local Authority's education DSL updates that are held termly
- 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.

## 5c. Raising Awareness

The DSL should ensure the school's policies are known, understood and used appropriately.

- Ensure the school's Safeguarding and Child Protection Policy is reviewed annually. To make sure the procedures and implementation of these policies is updated and reviewed regularly, and work with the Board of Governors 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.
- Where children leave the school, 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.

## 6. The Board of Governors

The Board of Governors 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 school are effective and comply with the law at all times.

The responsibilities placed on governing bodies and proprietors include:

- Contributing to ensure the school is carrying out inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective Child Protection Policy is in place, together with a staff Code of Conduct and pupil Behaviour Policy.
- Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2018)* –and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate senior member of staff to act as the DSL. 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 DSLs (including deputies) undergo formal child protection training every two years (in line with SCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.

- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is regularly discussed and outcomes recorded at Governor meetings.
- Ensure the requirements of The Governor's Safeguarding Audit Section 175 are met and actions when needed completed in a timely way

## 7. Supporting Children

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

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

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

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

All staff will be aware of the early help process, and understand their role in identifying emerging problems, including sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL 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 school will also be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs
- Children with special educational needs
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour especially if there is a concern that it is exploitative
- Children missing education
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence

- Children who are showing early signs of abuse and/or neglect
- Children with poor attendance or high medical absence
- Children suffering peer on peer abuse
- Is a privately fostered child

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

### 7.1 Children with SEN and disabilities

There is a concern sometimes that, for children with SEN and disabilities their SEN or disability needs are seen first, and the potential for abuse second. If children are looking distressed or their behaviour or demeanour is different from in the past, our staff should consider whether that is a sign of 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.

### 7.2 Emergency Contacts for Children

Keeping Children Safe in Education (2019) says that provisions should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home. We will endeavour to maintain at least two contact number for every child on roll.

### 7.3 Mental and Emotional Health of Children

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

### 7.4 Local Issues and Contextual safeguarding

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

## 8. 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 to tell an adult
- 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 DSL **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 DSL.

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

## 9. 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 DSL.

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 DSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL 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 DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving provision in a secure manner, and separate from the child's academic file.

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

## **10. 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, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

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

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

## **11. Procedure**

When a member of staff is concerned about a child he or she will inform the Designated Senior 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 a 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 a referral should be made to Children's Services and 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 2019): Annex A for further details.

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

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

If a pupil who is/or has been the subject of a child protection plan changes provision, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL 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 (CME) and elective home education (EHE).

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

## **12. Communication with Parents**

We are fully committed to working in partnership with parents. This school will ensure this Policy is available publicly either via our website or in a paper copy.

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

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

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

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

### 13. Allegations involving staff/volunteers

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

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

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

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

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

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors.

If 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 DSL if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2019, for further information)

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

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

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

The Headteacher/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 LADO.



If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the LADO 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 school for consideration via the school's internal procedures.

The Headteacher should, as soon as possible, (following briefing from the LADO) inform the subject of the allegation.

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

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

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

#### 14. 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 and school code of conduct.

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

#### 15. Site Safety including internet use

The school will make *reasonable* effort to provide a secure, healthy, hazard-free environment for staff and visitors. 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.

Staff will:

- Maintain suitable/reasonable physical boundaries and barriers such as fencing, gates and locks on doors;

- Directly supervise children at all times, ensuring they remain on the premises and are never permitted to enter hazardous or insecure areas;
- Take all reasonable steps to monitor contractors, visitors and volunteers using the premises, requiring them to report to the school 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;
- Update the single central record of staff/volunteers /casual/governance that are in regulated activity with children.
- Adhere to processes for fire drills, first aid and lockdown and keep clear records.
- Comply with EYFS regulations with regards to paediatric first aid and first aid incidents.
- Regularly review and act upon any patterns of accidents that emerge.
- Monitor the school's approach to online safety. Mobile technology in the school will be limited to the supervised use of school equipment. Children will have no access to the internet via 3G and 4G signals on our premises.
- Ensure that there is an on-line safety policy for our provision that will include the use of smart phone technology

## 16. Safer Recruitment

We will ensure that relevant staff and Governors have safer recruitment training for recruitment and that safer recruitment practices are always followed. We will maintain a **single central record** to ensure all statutory requirements. All references will be verified and recorded.

## 17. Keeping Children Safe in Education 2019

The statutory guidance 'Keeping Children Safe in Education 2019' is available online.

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

- Children missing from education
- Child sexual exploitation
- Honour based violence
- FGM mandatory reporting duty
- Forced marriage
- Preventing radicalisation
- Harmful Sexual Behaviour
- Peer on Peer abuse

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

## Appendix A.

### Types of Abuse

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

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

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

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

### Specific abuse and vulnerability concerns.

#### Domestic Abuse

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

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential

scale of the impact on children is not always easy to assess, but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism or adult–child conflict. Children sometimes disclose what is happening or may be reluctant to do so, hoping that someone will realise something is wrong.

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

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

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

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

Fabrication of signs and symptoms, including fabrication of past medical history.

Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents, and specimens of bodily fluids.

Induction of illness by a variety of means.

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

### **Child Exploitation, Sexual (CSE) and Child Criminal Exploitation**

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

The exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones.

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

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

The current definition updated March 2017 states:

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate*

*or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

Further information on county lines can be found at <https://www.childrenssociety.org.uk/what-is-county-lines>  
Somerset's CSE screening tool can be found at:  
<http://sscb.safeguardingsomerset.org.uk>

### **Peer on peer abuse including (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.

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 school 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 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."

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, Cross Borders, Gangs, Trafficking and Cuckooing.**

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

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

### **Private Fostering.**

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

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

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

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

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

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



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

### **Hate Crime.**

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

### **Sexting.**

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones. It may also include the use of a computer or any digital device. The school 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. The e-Learning and Information Management (eLIM) Service is an Education Technology team that is part of Somerset's Support Services for Education. They offer a wide range of support and advice that can be found here: <https://www.somerset.org.uk/sites/edtech/Pages/Home.aspx>

### **Grooming.**

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>

**Children missing Education** (CME) are 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 school will make 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.

MissingChildren [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 **setting's** 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 school needs to escalate and monitor welfare. Cases should be referred to *The Team around the School* who will consider support or escalation

## Appendix B

### 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 \(KCSIE\) \(DfE 2019\)](#) which applies to all maintained schools and academies. The SCR is covered by the statutory guidance included within KCSIE and is a requirement of the School Staffing Regulations (and Independent School Regulations for academies). Guidance about what information should be held on the SCR is outlined at paragraph 112 of the guidance. For stand-alone early years settings, it is recommended they follow this process of safe recruitment

### Single Central Record Checklist

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

## Appendix C

### 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 D

### Managing Allegations and Escalation

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

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

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

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

All allegations against staff are dealt with in accordance with 'Working Together 2015'. In addition, schools should have regard to Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2019). Should the allegation be about the DSL or Headteacher, it should be passed to the Chair of Governors.

### Escalation

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

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

Safeguarding and promoting the welfare of children is a responsibility shared by all agencies. If you feel that a professional or an agency is not acting in the best interests of the child, young person or family, you have a **responsibility** to respectfully challenge the professional or agency.

## Appendix E

### 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 F

An example of a letter to be signed by our staff on completion of reading this policy and Keeping Children safe (2019) part one and annex a.

Provision name .....  
Academic Year .....  
Please sign and return to .....(DSI)  
by .....<insert date>.....

I, <insert name>\_\_\_\_\_ have read and understood the contents of the following documents and understand my role and responsibilities as set out in these document(s).

- (1) The School's Child Protection and Safeguarding Policy
- (2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance 2019
- (3) Staff Code of Conduct

I am aware that the safeguarding lead professionals are:

.....and  
.....

and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available from the school office.

Signed \_\_\_\_\_

Date \_\_\_\_\_



## Appendix G

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

“Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011). Prevent is one part of the United Kingdom’s counter-terrorism strategy (CONTEST) and aims to stop people from being exposed to extreme ideologies and becoming radicalised. The CONTEST strategy is divided up into four priority objectives:

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

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

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

To report concerns, contact the Regional Police Prevent Team:

- Phone: 01179 455 536
- Email: [channelsw@avonandsomerset.pnn.police.uk](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\\_highlight=prevent](http://www.proceduresonline.com/swcpp/somerset/p_sg_ch_extremism.html?zoom_highlight=prevent)
- Revised Prevent Duty guidance for England and Wales.  
<https://www.gov.uk/government/publications/prevent-duty-guidance>

## Appendix H 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).

Advice on searching and confiscations can be found here:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## Appendix I 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 to make arrangements for supporting pupils at their school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

## Appendix J. 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 K. Changing for PE

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

Clear guidelines are recommended because:

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

Changing areas

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

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

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

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

## **Appendix L. 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/>.

## **Appendix M. Intimate Care**

There are times intimate care is needed, we will consider the needs of the pupil attending our school and provide a separate policy following the guidelines in the document titled "Working With Pupils Who Require Personal and Intimate Care" which can be found in the location below:

P:\Staff\Policy Documents\POLICIES\PUPILS\CHILD PROTECTION

## **Appendix N Professional Conduct and Safety**

Our staff, volunteers and visitors will be provided with clear guidance on professional behavior and standards in the school Code of Conduct. Private phones, smart technology, private email address etc should not be used to communicate with parents or children about setting issues, it is advised social networks are protected and used professionally

## Appendix O Contextual Safeguarding

There is a need to widen our assessment of children's lives beyond the boundary of families to include potential risks posed within the wider community. The value of us including environmental factors and the social relationships of children and young people within assessments, both early help and statutory intervention, should lead to safeguarding better reflecting the areas in which children and young people exist... on street, on line and peer to peer."

For more information see

<https://www.contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

### 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)
- 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 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/>