



Child Protection and Safeguarding Policy

2018-2019



1. Introduction

This Child Protection and Safeguarding Policy applies to all staff, the area management group (AMG), volunteers and students or anyone working on behalf of South Somerset Partnership School.

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

Purpose:

- To inform staff, AMG members 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 everyone who works on behalf of our school of the Somerset Safeguarding Children Board's Inter-agency Child Protection and Safeguarding Procedures.
- To comply with Section 175 of the Education Act 2002 which requires local education authorities and our AMG to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- To support the provision of a safe and secure environment in which children can learn.

1.1 Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to achieve positive 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 and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

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.

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 the street, on line and peer to peer."

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

2. Mission Statement of our School

'Safeguarding is everyone's responsibility'

Our school recognises that the safety and welfare of children and young people is paramount and that we all have a responsibility to protect them from harm. We understand that it is the responsibility of all staff and governors to safeguard children and young people. We take all reasonable steps to ensure, through appropriate procedures and training, that all children and young people, irrespective of gender, age, disability, race, religion or belief, sexual identity or social background, are protected from harm.

- **We will:**
- Create a safe and welcoming environment where children and young people can develop their skills, confidence and abilities, where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work directly with children.
- Ensure that all activities and events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice. This includes policies being regularly reviewed and updated to reflect current best practice and Government guidance.
- Treat all children and young people with respect and listen to any concerns they may have, taking these seriously and acting upon them.

- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns.
- Share information about concerns with agencies who need to know, involving parents and children appropriately.
- Teach children and young people how to keep themselves safe in school and the wider community, including lessons on online safety.
- Operate in an open and transparent way that supports all staff to 'whistleblow' if they have a concern about any member of staff in our school or any other organisation.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs, are supported appropriately and receive Early Help as soon as possible.
- Staff members working with children are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and develop a culture where *Safeguarding is everyone's responsibility*.

3. Implementation, Monitoring and Review

This policy will be reviewed on an annual basis, to reflect changes in local and national policy and to reflect key issues.

The AMG will be responsible for reviewing the policy and the senior leadership team and safeguarding lead will work with the AMG member for safeguarding in particular on any developments in this area.

This policy and related documents will form a key part of our induction package for all new staff and will 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.

In addition to this policy, we will provide training on and copies of Keeping Children Safe in Education Part 1 (2018) to all staff and volunteers. Annex A of KCSIE will be read and understood by all members of school staff or any others working directly with children.

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 that 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) All education staff, AMG members 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.

Information regarding the safeguarding and child protection of pupils at the school will be shared in the form of data reports and action plans with the senior leadership team and the AMG at regular intervals throughout the academic year.

4. Statutory Framework

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

- The Children Act 1989 and 2004
- United Nations Convention on the Rights of the Child 1991
- Data Protection Act 2018
- 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 2018)
- 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.

Working Together to Safeguard Children (DfE 2018) requires each Education Provision to follow the procedures for protecting children from abuse that are

established by the South West Child Protection Procedures (www.swcpp.org.uk) and Somerset Safeguarding Children Board.

Our school will also ensure that we 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.

5. The Designated Safeguarding Lead

Keeping Children safe in Education 2018 states ‘Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.’

The area management group designates an appropriate member of staff to take lead responsibility for child protection and safeguarding.

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. All staff have access to mobile numbers for the safeguarding team and they can be contacted at any time.

In our school the designated lead is **Rebecca Bennett** (Deputy Headteacher)

The deputies are currently

Jo Simons (Headteacher)

Richard Lucas (Assistant Headteacher)

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

The DSL will:

- Refer all cases of suspected abuse or neglect to the Local Authority Children’s Services) and/or Police or to the Channel programme where there is a radicalisation concern.

- Liaise with the Head Teacher to inform him/ her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations or Section 42 where Adults are concerned.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff members around requests for involvement to other agencies.
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and where applicable the name of the virtual school Head Teacher in the authority that looks after the child.
- Have a good knowledge and attend meetings (or submit reports) to contribute to the planning for children who have Child in Need or Child Protection Plans.
- Utilise, implement, scrutinise and monitor the use of Early Help Assessments in the provision.
- Work with relevant staff in the provision to ensure the site is safe and secure.
- Ensure recording child safeguarding and child protection files are correctly drawn up with effective chronologies and regularly reviewed to scrutinise any patterns or drift/outstanding actions.
- Undertake the necessary training and ensure it is shared within the school.

5.2 Training

The Designated Safeguarding Lead should undergo the Local Authority's formal training every two years. Their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually. Other requirements are:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. (EHA)
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the 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 or college with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure written records of concerns and referrals with actions and outcomes.

- Obtain/disseminate access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Be aware of any local authority updates and disseminate these to staff as necessary.

5.3 Raising Awareness

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

- Ensure the provision's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- 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.
- 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 school, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Obtain proof that the new setting has received the safeguarding file for any child transferring and treat any information held in line with data protection guidelines.
- Retain any files pertaining to those pupils who have moved to elective home education.

6. The Area Management Group

The area management group 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 specific responsibilities are:

- Contributing to ensure the school is carrying out inter-agency working, which includes providing a coordinated offer of early help.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy and behaviour policy.
- Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2018)* and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal child protection training every two years.

- 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 AMG meetings.
- Ensure the requirements of The Governor's Safeguarding Audit Section 175 are met and actions when needed are completed in a timely way.

7. Supporting Children

In supporting children and young people in our school, we will endeavour to employ a child-centred approach that takes into account the needs, wishes and age and stage of development of our pupils.

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. This also includes staff monitoring the situation and feeding back to the Designated Lead 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 a child who may;

- Have a disability and/or specific additional needs
- Have special educational needs
- Be a young carer
- Show signs of engaging in anti-social or criminal behaviour especially if there is a concern that it is exploitative
- Be missing education
- Have family circumstances presenting challenges, such as substance abuse, adult mental health, learning disability or domestic abuse
- Show early signs of abuse and/or neglect
- Have poor attendance or high medical absence
- Show signs they are suffering peer on peer abuse
- Is privately fostered

- Are suffering with a mental health condition and/or self-harming

Our staff 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 other 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, that their SEN or disability needs are seen first, and the potential for abuse second. If children appear 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 isolated from their peers, and they are disproportionately affected by bullying. Our pupils will have access to a wide range of pastoral support and information, in order to support them to raise any concerns they may have.

7.2 Emergency Contacts for Children

Keeping Children Safe in Education (2018) states that schools 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. (please also see our attendance policy for specific procedures around welfare concerns for children who do not arrive at school)

7.3 Social, Emotional and Mental Health Needs

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 school will offer clear support and guidance for Children and young people on social, emotional and mental health and development. This is also delivered through our THRIVE based curriculum.

All of our pupils have SEMH needs. This means that our staff must be aware of how to support some pupils who are very distressed and may or may not have a mental health condition, for which they are medicated. Some pupils may self-harm. In this instance, an individual safety plan will be developed in order to minimise risks and keep the pupil and others safe. Incidents of self-harm at home, school, or anywhere else will be treated as any other safeguarding and welfare concern. This should be reported to the DSL immediately.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf

7.4 Local Issues and Contextual safeguarding

Safeguarding incidents can be associated with factors outside the setting and between children outside of school. This is called *contextual safeguarding*. Our staff are aware of the definition of *contextual safeguarding* when reporting concerns and must ensure all information and background detail will be given to the DSL when discussing concerns. We are aware in Somerset there are many local issues that can impact on the safeguarding of children, we will endeavour to be aware of these and work with children and families to ensure they are safe.

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 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 a member of school staff or any other person receives a disclosure about potential harm caused by a staff member, they should see section – Allegations 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 designated safeguarding lead.

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

- Record as soon as possible. In our school we use myconcern and all staff have a login in order to report concerns as soon as possible.
- 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 (body maps are available)
- Record statements and observations rather than interpretations or assumptions

All concerns need to be reported verbally 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.

All child protection recordings should be scrutinised regularly to ensure the action and outcome has been carried and any drift avoided.

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

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. 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 Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Services. If it is decided to make a request for involvement to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

11.1 Report a child at risk

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

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

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

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

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.

Note: When a person is employed or engaged to carry out 'teaching' work in England, in the course of their work, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 or there is a risk this might occur the teacher must report this to the police. **This is a mandatory reporting duty.** See - Keeping Children Safe in Education (DfE 2018): Annex A for further details.

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

12. Peer on Peer Abuse

All staff should recognise that children are capable of abusing their peers. All staff should be clear about our policy and procedures with regard to peer on peer abuse.

Any type of abuse amongst peers will not be tolerated in our school and we take all allegations very seriously.

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 that develops students understanding of acceptable behaviour and keeping themselves safe.

Every pupil will be taught that they will be listened to, believed and valued if they raise a concern about peer on peer abuse.

Concerns must be reported to the DSL in the same way as any other safeguarding and welfare concern.

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

Make clear to staff, pupils and parents the process for managing peer on peer abuse allegations.

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

UK Council for Child Internet Safety (UKCCIS) Education Group has published advice for schools and colleges on responding to sexting incidents; and initiation/hazing type violence and rituals.

Please also see our Behaviour for learning policy.

13. Communication with Parents

We are fully committed to working in partnership with Parents. This school will ensure the Child Protection and Safeguarding Policy is available on the school website and on request from the school office.

Parents will be informed prior to any referral to children's services or any other agency, unless it is considered that 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).

14. Resolving professional differences (Escalation)

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

We will refer to the SSCB guidance to resolve issues as soon as they arise.

<https://sscb.safeguardingsomerset.org.uk/working-with-children/local-protocols-guidance/>

15. 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'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 school'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 the AMG.

In the event of allegations of abuse being made against the Headteacher, 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 2018, for further information)

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

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

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

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was

present. This record should be signed, dated and immediately passed on to the Head Teacher.

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

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

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

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

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

The Headteacher, should as soon as possible, (following briefing from the Local Authority Designated Officer) inform the subject of the allegation.

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

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

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

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 and Safer Recruitment Document Guidance for safer working practice for those working with children and young people in education settings (2015)

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

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

17. The use of reasonable force

Please see our **safe touch and physical intervention policy** for more information.

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

18. Site Safety including internet use

The school will make *reasonable* effort to provide a secure, healthy, hazard-free environment for everyone at and visiting our sites. Consequently, we will:

- **Maintain** suitable/reasonable physical boundaries and barriers such as fencing, gates and locks on doors; We note that clearly defined risk management of our sites allow staff to limit trespass and by channelling visitors to the site through appropriate entrances.
- **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 Safeguarding expectations and protocols, as well as advising them of the name of the DSL and Deputy DSLs.
- **Update the single central record** of those that are in regulated activity with children.
- **Know the procedures** to follow in the event of First Aid being required, Lockdown and any other emergency.
- Take part in a whole school approach to **online safety and be aware of our online safety policy**. This will include clear guidance on the use of mobile technology in the school.

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

19. Safer Recruitment

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

20. Alternative Provision

Where a pupil accesses alternative provision as part of their learning package with our school, we continue to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. We will obtain written confirmation 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.

21. Keeping Children Safe in Education 2018

The statutory guidance 'Keeping Children Safe in Education' 2018 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 volunteers to understand and discharge their role and responsibilities as set out in this guidance.

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

All children and young people will have the same protection under this policy 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 Area Management Group annually.

The policy was last reviewed and agreed by the Area Management Group on XXX

It is due for review on September 2019 (up to 12 months from the above date).

Signature Date

Head Teacher

Signature Date

Chair of Area Management Group

Contact Details South Somerset Partnership School 01935 410793

Dampier Street Site

Dampier Street, Yeovil, BA21 4EN

Wyndham View Site

1 Wyndham View, Yeovil, BA21 5DA

Steps Centre Site

Bradfield Way, Chard, TA20 2BG

The Bungalow Site

Westfield Academy Caretakers Bungalow, Lower School Site,

Westfield Rd, Yeovil, BA21 3DB

Hospital Education Unit

Level 10, Yeovil District Hospital, Higher Kingston, Yeovil, BA21 4AT

Headteacher: Jo Simons
Phone number: 01935410793

School's Designated Safeguarding Lead: Rebecca Bennett
Phone number: 01935410793

School's Designated Deputy Safeguarding Lead: Jo Simons
Phone number: 01935410793

School's Designated Deputy Safeguarding Lead: Richard Lucas
Phone number: 01935410793

Designated Teacher for Looked After Children: Rebecca Bennett
Phone number: 01935410793

School's Prevent Lead: Jo Simons
Phone number: 01935410793

School's Child Exploitation Lead: Jo Simons
Phone number: 01935410793

Safeguarding, Governance Lead: Dan Palmer
Phone number: 01935410793

Appendix A

Types of Abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It is not 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 do not need and making the child unwell – this is known as fabricated or induced illness (FII). There is 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 does not have to be physical contact and it can happen online. Sometimes the child will not understand that what is happening to them is abuse. They may not even understand that it is wrong.

Emotional abuse is the ongoing emotional maltreatment of a child. This can be 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, 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

Other Specific abuse and vulnerability concerns, please see ANNEX A OF KEEPING CHILDREN SAFE IN EDUCATION 2018. WE WILL USE THIS DOCUMENT WHEN REFERRING TO OTHER TYPES OF ABUSE AND NEGLECT.

Appendix B

KCSIE 2018 Annex A Index

Children and the court system
Children missing from education
Children with family members in prison
Child sexual exploitation
Child criminal exploitation: county lines
Domestic abuse
Homelessness
So-called 'honour-based' violence
Preventing radicalisation
Peer on peer abuse
Sexual violence and sexual harassment between children in schools and colleges
Additional advice and support

ALL STAFF AT SOUTH SOMERSET PARTNERSHIP SCHOOL WILL READ AND SIGN TO CONFIRM THEY UNDERSTAND THE DfE DEFINITIONS OF THE ABOVE FORMS OF ABUSE/ NEGLECT

Appendix C

Useful Contacts

Consultation Line for Children's Safeguarding Leads', 0300 123 3078
Somerset Direct (Children and Adult) 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
- Safeguarding Board <http://sscb.safeguardingsomerset.org.uk/>.

LGBT - stonewall.org.uk

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

Somerset Support for Education (SSE)

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

Somerset Direct

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

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

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.

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

MissingChildren MissingChildren@somerset.gov.uk

Elective Home Education Team EHETeam@somerset.gov.uk

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.

Appendix C

Peer to Peer Abuse/ Bullying- guidance and procedures

Context

Our school is committed to meeting our responsibilities under the Equality Act 2010 that requires all schools to have due regard for the need to eliminate discrimination, foster good relations between pupils and advance equality of opportunity for all. This guidance for staff should be read in conjunction with our child protection and safeguarding policy, and our Equality Objectives.

Definition

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’

DFE Preventing and tackling Bullying, July 2017

Managing allegations against pupils

When there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ a bullying incident should be addressed as a child protection concern and passed to the designated safeguarding lead immediately.

If school staff feel that an offence may have been committed they should seek assistance from the DSL who will seek advice from the police.

If a bullying concern is identified, parents will always be informed and staff will record the incident using a high level incident form and report to the DSL as necessary.

Pupils who are being bullied may show changes in behaviour, appearance or attendance. There may be evidence of changes in work patterns, lacking concentration or truanting. All staff will be vigilant to any changes and report this if they have any concerns.

Any allegations may be monitored over time and any patterns will be identified. Key staff will be made aware of any issues so that appropriate adjustments can be made in order to protect pupils further.

Sexual Violence, harassment and sexually harmful behaviour

Any allegations of sexually harmful behaviours either in person or online should be reported to the DSL.

A sexual harmful behaviour risk assessment may be completed and an action plan put into place.

Racist abuse

All incidents of racist abuse will be reported to the DSL and the LA via the racist incident reporting form.

Support

Pupils who have been bullied will be offered:

- an immediate opportunity to discuss the experience with their personal tutor or member of staff of their choice
- reassurance that the matter will be dealt with and taken seriously
- support from key staff to regain confidence and self-esteem

Pupils who have bullied will be offered:

- an immediate opportunity to discuss the experience with their personal tutor or member of staff of their choice
- dedicated time to reflect on choices made and ways to repair relationships with others
- restorative approaches as necessary
- access to further support, guidance and specific teaching as necessary and/or referral to other agencies

The following disciplinary steps can be taken:

- official warnings (verbal or written)
- change of teaching venue
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum all teaching staff will raise the awareness of the nature of bullying through inclusion in PSHE, tutorial time and subject areas. Online safety will be covered on a regular basis during discrete and integrated teaching sessions.

Monitoring, Evaluation and Review This document will be reviewed in line with the child protection and safeguarding policy.