

Child Protection and Safeguarding Policy

2019-2020

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# Introduction

At South Somerset Partnership School, we are committed to providing an environment that nurtures and transforms the lives of children and young people and we take seriously our responsibilities to safeguard and promote their welfare. In addition, we undertake our responsibilities to work in partnership with agencies as part of the wider, multi-agency, safeguarding system. We will always act in the best interest of the child or young person where concerns are identified, in accordance with the Safeguarding (Child Protection) Policy and Procedures, statutory guidance and Somerset Safeguarding Partnership policies and procedures.

Personal sensitive information is processed in accordance with the Data Protection Act 2018 and Part 3, the General Data Protection Regulations (GDPR). Consent to share information will be sought unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or children’s social care in pursuit of their enquiries in order protect and safeguard children and young people.

# Definitions and terminology

Safeguarding and promoting the welfare of children is defined in statutory guidance as protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children is **everyone’s** responsibility. In order to fulfil this responsibility effectively we ensure our approach is child centered, considering always, what is in the **best interests** of the child or young person.

Most children grow up in loving families and supportive communities and become independent, resilient adults. Wherever possible we want this for all children and young people in Somerset, so that they and their families can support themselves by engaging with and contributing to their local communities. In order to achieve this children, young people and their families should receive the right intervention as early as possible to tackle problems and prevent issues escalating. **All practitioners will adopt an Early Help/Think Family approach** meaning they look at the complete family situation and what needs to happen to improve that situation whether that means working with adults, children or the whole family.



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

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>

1. **Our Commitment**

‘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.

**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.
* **Identify** concerns early and provide appropriate help and support for children and young people and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Effective Support for Children and Families, Thresholds for Assessment and Services guidance.
* **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.
* **Respect and listen** to any concerns, taking these seriously and acting upon them.
* **Carefully recruit** and select all employees, contractors and volunteers.
* 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*.**

# Statutory responsibilities

All action taken by South Somerset Partnership School will be in accordance with:

**Current legislation:**

* The Children Act 1989 and 2004; Education Act 2002 and 2011; Education and Inspections Act 2006.

**Statutory guidance and Advice:**

* Working Together to Safeguard Children (2018) which sets out the multi-agency working arrangements to safeguarding and promote the welfare of children and young people
* Keeping Children Safe in Education (September 2019) which sets out what schools should do and sets out the legal duties with which school must comply with in order to keep children and young people safe
* Teacher Standards 2012 which sets out that teachers, including Headteachers, should safeguard children’s well-being and maintain public trust in the teaching profession as part of their professional duties
* Other specific guidance and advice issued by the DfE in relation to the wider safeguarding agency, e.g. behaviour, health and safety, bullying, e-safety and medical needs

# The role of the Designated Safeguarding Lead (DSL)

Keeping Children Safe in Education (September 2019) requires each school to have a designated safeguarding lead (DSL) who has the status and authority to carry out the duties of the post including committing resources and where appropriate, supporting and directing staff. They provide advice and support to other staff on child welfare and child protection matters, take part in strategy discussions, inter-agency meetings (or support other staff to do so) and contribute to the assessment of children and young people.

**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.

**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 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 concerning 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.

**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.

## The Deputy Designated Safeguarding Lead (DDSL)

Supports the DSL in discharging their responsibilities and whilst they may deputise for the DSL the lead responsibility for child protection remains with the DSL.

Both the DSL and DDSL must complete single agency and multi-agency training to undertake the role which is provided by the Local Authority Education Safeguarding Service and Somerset Safeguarding Partnership. In addition, they will access DSL briefings, attend annual refresher training and remain up to date in relation to early help, safeguarding and child protection. More information about the roles and responsibilities of the DSL and DDSL can be found [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf)

1. **The Governing Body (Area Management Group)**

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

The responsibilities placed on governing bodies and proprietors include:

* Contributing to ensure the provision is carrying out inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
* Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy and behaviour policy.
* Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2019)* –and are aware of specific safeguarding issues.
* Ensuring that staff induction is in place with regards to child protection and safeguarding.
* Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead.
* Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal child protection training every two years (in line with SCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
* Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.
* Ensuring that children are taught about safeguarding in an age appropriate way.
* Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
* Having a designated AMG member 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

# What all staff should know

All schools are required to issue Part One of Keeping Children Safe in Education (September 2019) - in full - to their staff and ensure that they have read and understood its contents. At South Somerset Partnership School we are adopting this guidance and its contents across the whole organisation.

Part One can be accessed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811515/DRAFT_Keeping_children_safe_in_education_Part_one_2019.pdf)

# Staff Induction

As part of the induction process for new employees they will attend an induction briefing or if they commence part way through the year receive a one to one induction meeting with either the DSL/ DDSL that signposts staff to relevant safeguarding documentation including this policy and procedure, guidance for safer working practice, what to do if you’re worried a child may be abused and whistleblowing advice see Appendix A: Staff Induction Record

# Action to be taken if there are concerns in relation to safeguarding practices

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

The South Somerset Partnership School concerns flowchart provides additional information about how to make a referral to children's social care, the LADO or to report concerns to the NSPCC advice line in instances where they have concerns about the organisation’s response to child protection, the conduct of staff or they do not feel that appropriate action has been taken in relation to concerns they have raised is at Appendix C: Concerns Flowchart

# Abuse and neglect (definitions)

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

Abuse isthe maltreatment of a child or young person; they may be abused or neglected through harm being inflicted or by parents or carers failing to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or by being targeted by others via the internet for example. They may be abused by an adult or adults or by another child or children.The following are the statutory definitions of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and determine the type category of abuse is that of the Police and Children's Social Care – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible

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| Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Statutory guidance Safeguarding Children in whom Illness is Fabricated or Induced (2008) sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them |
| Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer **failing to**: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. |
| Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.  |
| Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not sole perpetrated by adult males. Woman can also commit acts of sexual abuse, as can other children. |

# Safeguarding in specific circumstances

In addition to the above there are other areas of safeguarding that the organisation has to have due regard to. **Annex A** of Keeping Children Safe in Education (September 2019) highlights specific forms of abuse and safeguarding issues which staff who work with children and young people should read the following is a synopsis of the areas addressed but are not a fully replica of the guidance which can be accessed here

Children and the court system may be required to give evidence in the criminal courts, either for crimes committed against them or for crimes they have witnessed. There are a range of guides to support child witnesses. In the civil courts children and young people may be involved in child arrangement hearing and the Ministry of Justice has launched an online child arrangement information tool detaining the dispute resolution service.

Children Missing Education (CME) All staff should be alert to children going missing as this can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, sexual abuse or exploitation (Child Sexual Exploitation and Criminal), travel to conflict zones, Female Genital Mutilation (FGM), forced marriage. Early intervention is necessary to protect and safeguard a child or young person

Children with family members in prison are more likely to have poor outcomes, including poverty, stigma, isolation and poor mental health. More information to support schools and colleges can be found on the [Nicco](https://www.nicco.org.uk/) website

Child Sexual Exploitation (CSE) is child sexual abuse, whereby an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under 18 to engage in 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

Child Criminal Exploitation (CCE) is geographically widespread form of har that is a often referred to as county lines, which involves drug networks or gangs that groom and exploit children and young people to carry drugs and money. A key indicator is that victims are often missing from home, care or education and trafficked for the purpose of transporting drugs.

Child and Adolescent Mental Health:Good mental health and resilience are fundamental to our physical health, our relationships, our education and to achieving our potential. DfE advice for schools in relation to Mental health and behaviour in schools (2018) which can be accessed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf). This is non-statutory advice which clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. Whist it considers the school environment it is also relevant for work within our residential provision.

Bullying SSPS has a separate Anti-Bullying policy which is accessible via the school website Further guidance is available [from](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Domestic abuse, Domestic violence, Gender-based violence and violence against women and girls (VAWG), teenage relationship abuse:is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners irrespective of gender or sexuality. Exposure to domestic abuse or violence can have a serious, long lasting emotional and psychological impact on the development of children and young people. Further advice and guidance accessed via the [NSPCC](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/), [Refuge](http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/) and [Safelives](http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse) spotlight on young people and domestic abuse

Further resources relating to violence against women and girls (VAWG) can be accessed [here](https://www.gov.uk/crime-justice-and-law/violence-against-women-and-girls)

Homelessness or the being at risk of being made homeless is a significant risk for children or young people. The DSL should refer to the local housing authority at the earliest opportunity. The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help, including an assessment of need and circumstances. The DfE and the Ministry of Housing, Communities and local government have published joint statutory guidance on the provision of accommodation for 16 and 17 year old’s who may be homeless or require accommodation A series of fact sheets can be access [here](https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets)

Online Safety: Annex C of Keeping Children Safe in Education (September 2019) addresses the use of technology which can be a significant component of many safeguarding issues including CSE, CCE, radicalisation, sexual predation etc., whereby technology provides the platform that facilitates harm. Schools and colleges must adopt a range of effective safeguarding approaches that both safeguards and empowers children and young people to access support and remain safe online by reducing the risk of harm through the use of filters, monitoring and appropriate use policies for those accessing our IT system, whilst at the same time providing a safe environment in which children and young people can learn to keep themselves safe online.

Peer to Peer abuse: children and young people can abuse their peers which can take many forms, including but not limited to: bullying (including cyber bullying); sexual violence or harassment; physical abuse including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/hazing type violence or rituals.

Sexual violence and sexual harassment between children in schools and colleges: can occur between two children of **any** age and sex and occur through a group of children or young people sexually assaulting or harassing an individual or group of children.

It can also involve **Upskirting** which involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence

Further guidance is available [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

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

[Extremism](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/470088/51859_Cm9148_Accessible.pdf) [Radicalisation](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf) [Prevent](https://www.gov.uk/government/publications/prevent-duty-guidance)

Private Fostering:is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child’s family who is willing to privately foster a child. [Any School] has a responsibility to refer to Children's Social Care of any private fostering arrangement we become aware of, in order for Children's Social Care to undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.

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

**Looked after children:** Appropriate staff have information about a child’s looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child’s social worker and the name and contact details of the local authority’s virtual head for children in care.

So-called ‘honour-based’ violence (including Female Genital Mutilation, Forced Marriage Breast Ironing) encompasses incidents or crimes which have been committed to protect or defend the honour of the family or community. All forms of honour based violence (HBV) is abuse, regardless of the motivation and should be handled and escalated as such. There are specific mandatory reporting duties for teachers to report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

Additional guidance and publications

FGM: Mandatory reporting procedural information can be accessed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf)

FGM Fact sheet can be access [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

Forced Marriages: Multi- agency guidelines(2014) pages 35 and 26 pertain to schools can be accessed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf) along with statutory guidance (2014) which can be access [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf)

**12. 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.

**13. 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.

**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.

**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.

# 14. Allegations of abuse made against teachers, other staff, Volunteers and Agency Staff: People in a Position of Trust

Working Together to safeguard Children (March 2018) states that organisations should have in place clear policies in line with those from the Somerset Safeguarding Partnership to manage allegations against people who work with children and young people. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. Full details are available [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

In addition, Keeping Children Safe in Education (September 2019) Part Four, sets how allegations may indicate that a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity in a school or college under the age of 18 years. Part 4 of the Keeping Children Safe in Education (September 2019) which can be accessed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf)

An allegation may relate to a person who works with children who has:

* behaved in a way that has harmed a child, or may have harmed a child
* possibly committed a criminal offence against or related to a child or
* behaved towards a child or children in a way that indicates they may pose a risk of harm

The Management of Allegations policy and procedure is available on the website ([www.ssps.org.uk](http://www.ssps.org.uk)), Phone Somerset Direct on **0300 123 2224** for a referral.

## What staff should do if they have concerns about another staff member

If any member of staff, volunteer or agency staff have concerns relating to an individual’s conduct or behaviour, whether they be a colleague, member of the management or senior leadership team, they should refer their concerns to the designated safeguarding lead or the Headteacher.

Where concerns or allegations relate to the Headteacher, these should be referred to the chair of governors

**15. Staff Code of Conduct**

In addition to the Safeguarding and Child Protection policy, We have a staff Code of Conduct that outlines an acceptable level of staff behaviour. During their induction training, new staff will be given and have read: • Staff Code of Conduct (inc. use of social media, and the Position of Trust Offence) • The school’s Safeguarding and Child Protection policy • Keeping Children Safe in Education (2019) (Part One and Annex A) • Behaviour for Learning Policy • Procedures for children missing education.

**16. 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.

**17. 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.

**18. 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 (2019) 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.

This policy was reviewed September 2019 and is due for review in September 2020.

Signature …………………………………. Date ……………………

Head Teacher

Signature ………………….………………. Date ….…………………

Chair of Area Management Group

# Appendix A



**Employee**

**Safeguarding Induction**

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

**Keeping Children Safe in Education (2019) states: ALL staff should be aware of systems within their school or college which supports safeguarding, and these should be explained to them as part of staff induction. This should include the:**

* **Safeguarding (Child Protection) policy**
* **Behaviour policy**
* **Staff behaviour policy (code of conduct)**
* **Safeguarding response to child who go missing from education and**
* **The role of the designated safeguarding lead (including the identity of the DSL and Deputy**

# Agenda:

**Welcome to South Somerset Partnership School**

**Outline of the induction meeting**

* + **What is Safeguarding (Child Protection)**
	+ **What safeguarding means for children or young people**
	+ **Voice and influence**
	+ **Action to be taken if you have a concern**

# What is Safeguarding and Child Protection?

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

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

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

You have been issued with Part 1 of **Keeping Children Safe in Education (September 2019)** and you will have been asked to read the document ahead of today’s induction. Have you had an opportunity to do so? Do you have any questions?

# What Safeguarding means for children or young people at South Somerset Partnership School

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

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

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

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

1. **Guidance on safer working practice for those working with children and young people in education settings (May 2019)** [Any School] has adopted this as our staff code of conduct which is available in the staff room on the safeguarding notice board
2. **What to do if you’re worried a child is being abused (DfE March 2015)** advice for practitioners
3. **SSPS Safeguarding (Child Protection) Policy and Procedures** can be accessed in the staff room and on the school website.
4. SSPS **Behaviour for Learning policy** and
5. **Children Missing Education procedures**

#

# Voice and influence

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

#

# Action to be taken if you have a concern about the welfare of a pupil or the conduction/actions of a member of staff or visitor to SSPS

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

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

Updated July 2019

# Appendix B

Date of issue July 2019



The NSPCC whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

**What is whistleblowing?**

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation.

Raising a concern is known as “blowing the whistle” and is a vital process for identifying risk to children, young people and vulnerable adults. In recent years there have been several high profile cases of institutional abuse which have come to light as a result of whistleblowing.

Sharing information or talking through a concern can be the first step to helping an organisation identify problems, improve practice and safeguard the welfare of children, young people and vulnerable adults.



The government website [www.gov.uk](http://www.gov.uk) also has valuable information for whistleblowers in relation to their rights, support and who to tell. This can be accessed [here](https://www.gov.uk/whistleblowing):

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# Appendix C

**Appendix C: Are you worried about a child or young person?**

Always maintain an attitude of ‘**it could happen here’:** Learning lessons from Serious Case Reviews e.g. Daniel Pelka and Nigel Leat

Always act in the best interests of the child or young person: the welfare of the child is paramount **Children Act 1989**

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

[Any School] Safeguarding (Child Protection) Policy & Procedures: Part One: Keeping Children Safe in Education (September 2019):

What to do if you’re worried a child is being abused (DfE March 2015) Advice for Practitioners: Working Together to Safeguard Children (2018)

These can be accessed on the safeguarding notice board in the staff room

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

Anyone can make a referral to Children’s Social Care and/or the Police (but the Designated Safeguarding Lead (DSL) should be informed if a referral has been made). **Contact details:**  03001232224 Emergency Duty Team (EDT) outside office hours, weekends or bank holidays 0300 123 23 27or contact the **Police on 999**

If you have a concern relating to dangerous or illegal activity or any wrongdoing within the organisation and you do not feel you can raise a concern directly you can contact the **NSPCC** Whistleblowing helpline 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or Email: help@nspcc.org.uk

**Discuss your concerns as soon as possible and always on the same day with the Designated or Deputy Safeguarding Lead (DSL)**

**You must then record all concerns using MYconcern**

**How to report child welfare or child protection concerns at SSPS**

**Immediate Concerns and/or immediate action is required**

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

**Safeguarding/Child Protection Concerns**

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

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# Appendix D Details of the Designated Safeguarding Lead and Deputy/Deputies

**Safeguarding Team**

|  |  |
| --- | --- |
| **Name** | **Designation** |
| Jo Simons  | Headteacher |
| Sam Crabb | Chair of AMG |
| Dan Palmer  | Safeguarding AMG Member |
| Rebecca Bennett | DSL |
| Deanne Mahony, Helen Service, Sara Redington, Jason Roberts, Richard Lucas, Jo Simons | DDSL |
| Lindsey Hull  | Designated Teacher |

**Dampier Street Site**

Dampier Street, Yeovil, BA21 4EN

**Wyndham View Site**

1 Wyndham View, Yeovil, BA21 5DA

**Chard 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

**Appendix E**

**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>

**Children Missing Education** 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](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool).