



Safeguarding and Child Protection Policy

Approved by the Governing Body of West Monkton Church of England Primary School:

Agreed by FGB: 18th December 2017

“At West Monkton we aim to be an inspirational community, where everyone has the courage and confidence to fly.”

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school’s Health and Safety, Child Protection, Security and Safeguarding policies.

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Reviewed by:

Designated Safeguarding Lead (School): Louisa Blackmore Date:

Deputy Designated Safeguarding Lead: Gemma Maxwell Date:
(School)

Designated Safeguarding Lead (Nursery): Gemma Maxwell Date:

Deputy Designated Safeguarding Lead (Nursery): Hayley Anderson Date:

Safeguarding Governor: Chris Larcombe Date:

Policy statement and principles

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all learners. We endeavour to provide a safe and welcoming environment where children and young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure children and young people receive effective support, protection and justice. This policy is one of a series in the school's integrated safeguarding portfolio.

This policy is available on the school website and is included in staff induction, volunteers' and supply induction. Visitors are made aware of safeguarding leads and procedures.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children and young people is of paramount importance;
- children and young people make more successful learners when they are kept safe;
- safeguarding children is everybody's responsibility;
- there are three main elements to safeguarding, prevention, protection and support;
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all learners. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of Somerset Safeguarding Children Board.

Policy principles

- The welfare of the child is paramount;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- Learners and staff involved in child protection issues will receive appropriate support.

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities;
- To ensure consistent good practice;
- To demonstrate the school's commitment with regard to child protection to learners, parents and other partners.

Terminology

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

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

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

DSL refers to the designated safeguarding lead at the school.

Child includes everyone under the age of 18.

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

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2015
- Keeping Children Safe in Education 2016
- What to do if you're worried a child is being abused 2015

Roles and responsibilities

Provision Details: West Monkton Primary School

Address: Bridgwater Road, Bathpool, Taunton, Somerset. TA2 8FT

Phone number: 01823 412582

Pastoral Coordinator - Designated Safeguarding Lead, Prevent Lead, Child Sexual Exploitation Lead and Designated Lead for Looked After Children: Louisa Blackmore

Phone number: 01823 412582

Email address: lblackmore@wm.oak.education

School Deputy Safeguarding Lead & Nursery DSL: Gemma Maxwell

Phone number: 01823 412582

Email address: gmaxwell@wm.oak.education

Nursery Designated Deputy Safeguarding Lead: Hayley Anderson

Phone number: 01823 412582

Email address: handerson@wm.oak.education

Safeguarding Governance Lead (Governor or Equivalent): Chris Larcombe

Phone number: 01823 412582

Email address: clarcombe@wm.oak.education

Contact details for Somerset Direct: 0300 123 2224

THIS POLICY has been read by all Staff and signed to the effect that they have read and understood it.

The Policy will also be accessible to all visitors to the school, parents, and carers through the provision's website and / or reception area.

The Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff;
- is appropriately trained, with regular updates;
- acts as a source of support and expertise to the school community;
- has a working knowledge of LSCB procedures;
- makes staff aware of LSCB training courses and the latest policies on safeguarding;
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the learner's general file;

- refers cases of suspected abuse to children’s social care or police as appropriate;
- ensures that when a learner leaves the school, their child protection file is passed to the new school (separately from the main learner file and ensuring secure transit) and confirmation of receipt is obtained;
- attends and/or contributes to child protection conferences;
- coordinates the school’s contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies including the LSCB;
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate;
- makes the child protection policy available publicly, on the school’s website or by other means.

The deputy designated safeguarding lead(s):

Is/are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the on-going safety and protection of learners. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Good practice guidelines and staff code of conduct

Good practice includes:

- treating all learners with respect;
- setting a good example by conducting ourselves appropriately;
- involving learners in decisions that affect them;
- encouraging positive, respectful and safe behaviour among learners;
- being a good listener;
- being alert to changes in learners’ behaviour and to signs of abuse, neglect and exploitation;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding the school’s child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues;
- being aware that the personal and family circumstances and lifestyles of some learners lead to an increased risk of abuse;
- referring all concerns about a learner’s safety and welfare to the DSL, or, if necessary directly to police or children’s social care.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards learners is unacceptable and that their conduct towards learners must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a learner under 18 may be a criminal offence.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our learners receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs;
- young carers;
- affected by parental substance misuse, domestic violence or parental mental health needs;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- live transient lifestyles;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- at risk of sexual exploitation;
- do not have English as a first language;
- at risk of female genital mutilation (FGM);
- at risk of forced marriage;
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children with special educational needs and disabilities

West Monkton School educates learners with additional needs. We recognise that this means all learners can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence with the support of the school's attendance manager by following the school's procedures for unauthorised absence. Appropriate action will be taken as required, including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. The school works closely with the local authority Education Welfare Team, medical professionals, Social Care and the Statutory Casework Panel to reduce the risks associated with absence from school.

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a learner are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. Initial concerns can be raised using the **schools cause for concern log**, see appendix 4.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)* and in appendix 5 of this policy.

Procedures may include contacting Somerset Direct and/or the Local Authority Designated Officer (LADO). For SCC this is Anthony Goble on 01823 359029 or agoble@somerset.gov.uk

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive an induction pack and training on joining the school, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, headteacher (unless the headteacher is the DSL) and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2016) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school adopts the Somerset Recruitment and Selection of Staff Policy and procedures which sets out the process in full and can be found here:



Recruitment and
Selection Policy .docx

At least one member of each recruitment panel will have completed safer recruitment training.

All staff are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school through completion of the appropriate forms. All staff are asked to complete and sign a declaration form.

The school obtains DBS details and where applicable written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained. The school will always make final checks to confirm.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with learners and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a photo label or lanyard, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. Where this is applicable a suitable risk assessment will be carried out.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our learners attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Staff/learner online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with learners. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. School policy dictates that staff may not 'friend' or interact with current learners or parents using social media.

Child protection procedures

Recognising abuse

To ensure that our learners are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2016) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very

serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Policy for Positive Behaviour Support procedures. The schools anti-bullying policy can be accessed on the school website.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of **“it could happen here”**. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999;
- report your concern as soon as possible via A Cause for Concern log to the DSL, definitely by the end of the day. However, if at any point there is a risk of immediate serious harm to a learner, you must inform your safeguarding leads IMMEDIATELY;
- do not start your own investigation;
- do not ask leading questions;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern via A Cause for Concern Log (appendix 4 and accessible via the Safeguarding folder on the p:/drive)
- seek support for yourself if you are distressed.

If you are concerned about a learner’s welfare

There will be occasions when staff may suspect that a learner may be at risk. The learner’s behaviour may have changed or physical signs may have been noticed. In these circumstances, staff will try to give the learner the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use A Cause for Concern Log to record these. If the learner does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the learner, if the member of staff has concerns, they should discuss their concerns with the DSL. Please see flowchart in appendix 7 if there are concerns for a child’s welfare but no immediate danger.

If a learner discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a learner talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the learner know that in order to help them they must pass the information on to the DSL.** The point at which they tell the learner this is a matter for professional judgement. During their conversations with the learners staff will:

- allow them to speak freely;
- remain calm and not overreact;
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- not be afraid of silences;
- **under no circumstances** ask leading questions (staff are provided with training on appropriate questioning);
- at an appropriate time tell the learner that in order to help them, the member of staff must pass the information on and explain to whom and why;
- not automatically offer any physical touch as comfort;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong;
- tell the learner what will happen next;
- report verbally to the DSL even if the child has promised to do it by themselves;
- complete the record on A Cause for Concern Log as soon as possible. If, at any point, there is a risk of immediate serious harm to a learner, you must inform your safeguarding leads IMMEDIATELY;
- seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a learner with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the learner. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the learner and staff involved but also to ensure that information being released

into the public domain does not compromise evidence. Breaches of confidentiality will be treated as serious misconduct and dealt with through school disciplinary procedures.

Staff should only discuss concerns with a DSL, headteacher/principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2016)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

When the employee's professional judgement or after discussion with the Designated Safeguarding Lead (DSL), they believe a child or young person is suffering or likely to suffer, then a referral should be made to Somerset Direct using the Common Request for Involvement Form or phoning **0300 123 2224**. <http://www.somerset.gov.uk/childrens-services/safeguarding-children/report-a-child-at-risk/>

Child protection information will be stored and handled in line with the Data Protection Act 1998.

- Information sharing is guided by the following principles. The information is:
- necessary and proportionate;
- relevant;
- adequate;
- accurate;
- timely;
- secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Records of concern are held electronically using A Cause for Concern Log and are password protected with appropriate encryption. It is only made available to relevant individuals. Historic records are archived and stored securely.

Child protection information will be stored separately from the learner's school file.

The DSL will normally obtain consent from the learner and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a learner or parent to see child protection records, they will refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available on the school website.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a learner is suffering or is at risk of suffering significant harm. The learner (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the Headteacher and the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the learner's safety;
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a learner's behaviour warrants a response under child protection rather than anti-bullying procedures.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling;
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault;
- **sexting**, including pressuring another person to send a sexual imagery or video content;
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them;

- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- Our curriculum is used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a learner with parents. Our focus is the safety and wellbeing of the learner and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Supporting those involved

The support required for the learner who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the learner that harmed. We will seek to understand why the learner acted in this way and consider what support may be required to help the learner and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

Sexual exploitation of children and young people

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls under the age of 18. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

However children younger than 13 years may also be victims of Child Sexual Exploitation. Staff and any adults within school should use their professional judgement and consider consulting the designated safeguarding lead if they have concerns about any child, regardless of their age. Note: children who have not yet reached their 13th birthday cannot consent to sex. Sexual intercourse below 13 years of age is termed "statutory rape" and is a serious criminal offence which must **always be reported to the Police.**

All staff are aware through this policy of the indicators of sexual exploitation and all concerns are reported immediately to the DSL and any instances where it is believed statutory rape has occurred would be reported directly to the police and the DSL would be informed.

Honour-Based Violence (FGM)

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 6.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female learner about going on a long holiday during the summer vacation period.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Forced marriage

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a learner about being taken abroad and not be allowed to return to England.

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable learners to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

<http://www.somerset.gov.uk/health-and-wellbeing/prevent-in-somerset/>

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a learner may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

Related safeguarding portfolio policies

This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Adults who supervise pupils on work experience

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

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

Appendix One

Four categories of abuse

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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

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

Neglect

Neglect is 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); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school, arrive late or leave the school for part of the day;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;

- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age;
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix Two

Related Safeguarding policies

School Policies

- Recruitment and Selection
- Management of Allegations Against Staff
- Behaviour Management
- Anti-Bullying
- SEN
- Health and Safety
- Safeguarding and ICT
- Use of Photography and Videos
- Mobile Phone
- Drugs and Substance Misuse
- Equal Opportunities
- First Aid (including management of medical conditions)
- Racial Equality
- Grievance and disciplinary

Policies adopted directly from Somerset Local Authority

- Safer Recruitment
- Grievance and disciplinary

Appendix 3

Useful Websites/guidance

www.somersetsafeguardingchildrenboard.org.uk

Working Together Partnership Protocol 2016-17 available on the SSCB website

Escalation Policy available on the SSCB website

Useful Numbers

Somerset Direct: 0300 123 2224

Consultation line for DSLs: [0300 123 3078](tel:03001233078)

Education Safeguarding Advisor: (Support Services for Education 01823 355014)

Early Years Safeguarding Advisor: (Support Services for Education 01823 355492)

Signed Headteacher:

Print:

Signed Chair of Governors:

Print:

Appendix 4

DO NOT SAVE ON P:DRIVE!!! EMAIL TO eloud@educ.somerset.gov.uk or print and hand deliver

Child Protection – Cause for Concern record

Please complete all sections with as much detail as possible. It is important to record as accurately as possible the facts of the concern. You are **NOT** required to give an opinion, just record the facts.

Date:	Time:	Staff member:	Pupils name:
Cause for concern:			
Passed to:		Sign:	
		Print:	

Action Taken (To be completed by DSL) :	
Date:	Sign:
	Print:

Appendix 5

Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children.
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted.
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the [local authority/academy trust].

Definitions for outcomes of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation.
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False: there is sufficient evidence to disprove the allegation.
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence).

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate.
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. [Add further information here about the support available to individuals in your context, such as who they can turn to for advice – trade union representatives, or a colleague, for example – and any school/local authority/trust arrangements for welfare counselling or medical advice].

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are on-going. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

Early years providers add:

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

All schools continue with:

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the [governing board/academy trust/local authority – depending on who is the employer in your school] will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school’s disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific actions

Action following a criminal investigation or prosecution the case manager will discuss with the local authority’s designated officer whether any further action, including disciplinary action, is

appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared;
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality;
- What, if any, information can be reasonably given to the wider community to reduce speculation;
- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation;
- Details of how the allegation was followed up and resolved;
- Notes of any action taken and decisions reached (and justification for these, as stated above).

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff;
- The duration of the suspension;
- Whether or not the suspension was justified;
- The use of suspension when the individual is subsequently reinstated. We will consider; how future investigations of a similar nature could be carried out without suspending the individual.

Appendix 6

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

This policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place;
- A mother/family member disclosing that FGM has been carried out;
- A family/pupil already being known to social services in relation to other safeguarding issues;
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable;
 - Finding it hard to sit still for long periods of time (where this was not a problem previously);
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating;
 - Having frequent urinary, menstrual or stomach problems;
 - Avoiding physical exercise or missing PE;
 - Being repeatedly absent from school, or absent for a prolonged period;
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour;
 - Being reluctant to undergo any medical examinations;
 - Asking for help, but not being explicit about the problem;
 - Talking about pain or discomfort between her legs;

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider);
- FGM being known to be practised in the girl's community or country of origin;
- A parent or family member expressing concern that FGM may be carried out;

- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues;
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM;
 - Having limited level of integration within UK society;
 - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”;
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period;
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion);
 - Being unexpectedly absent from school;
 - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication;

The above indicators and risk factors are not intended to be exhaustive.

Appendix 7

Procedure if you have concerns about a child's welfare (no immediate danger)

