

Huntspill Community Federation



SAFEGUARDING POLICY



"Safeguarding children is everybody's business" (Lord Laming)

Lead Person: Derek Nevell
 Committee: Welfare
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The Huntspill Federation		
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Please note that in the absence of the 'Designated Child Protection Person' the 'Deputy Designated Child Protection Person' can be contacted at **either** site.

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SAFEGUARDING STATEMENT

The Huntspill Federation is committed to safeguarding & promoting the welfare of children & young people in our care. All staff are expected to ensure that the highest priority is given to following the guidance & regulations to safeguard children & young people.

This means that all staff are expected to have due regard for safeguarding & promoting the welfare of children & young people & to follow the child protection procedures adopted by The Huntspill Federation. Any safeguarding or child protection issues must be acted upon immediately by informing the designated person.

PURPOSE OF THE POLICY

- To inform the provision's responsibilities for safeguarding children & to enable everyone to have a clear understanding of how these responsibilities will be carried out.
- To inform providers of Somerset Safeguarding Children Board's Inter-agency Child Protection & Safeguarding Procedures.
- Section 175 of the Education Act 2002 requires local education authorities & the governors of maintained schools & further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This policy will support this.

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

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

All education staff will receive appropriate safeguarding training, so that they are knowledgeable & aware of their role in the early recognition of the indicators of abuse or neglect & of the appropriate procedures to follow. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins & staff meetings), as required, to provide them with relevant skills & knowledge to safeguard children effectively.

The Director of Children's Services, within the LA has the overarching responsibility for safeguarding & promoting the welfare of all children & young people in the area. They have a number of statutory functions under the Children Acts 1989 & 2004 which make this clear. This policy is to add detail to expectations of staff to expect specific duties to happen in relation to children in need & children suffering, or likely to suffer, significant harm, regardless of where they are or who takes any further action.

CHILD PROTECTION

There are three main elements to our Child Protection Policy:

1. **Prevention** through the teaching & pastoral support offered to the pupils within the whole school protective ethos.
2. **Protection** by following agreed procedures, ensuring staff are appropriately recruited (following DfE Safer Recruitment guidance) & supported to respond appropriately & sensitively to child protection concerns.
3. **Support** to pupils who may have been abused.

This policy applies to all staff working in the school, including governors. Concerned parents may also contact the school or one of the governors.

We recognise that high self-esteem, confidence, supportive friends & clear lines of communication with a trusted adult helps all children, & especially those at risk of, or suffering from, abuse.

Therefore we will:

- Establish & maintain an environment where all feel safe, are encouraged to talk & are listened to when they have concerns about the safety & well-being of a child
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Ensure that children are supported appropriately. This could include referral to Early Help services or specialist services if they are a child in need or have been / are at risk of being abused & neglected.
- Consider how children may be taught about *safeguarding*, including online safety, through teaching & learning opportunities, as part of providing a broad and balanced curriculum.
- Ensure that staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the interests of the child & develop a culture where *Safeguarding is everyone's responsibility*.

In order to safeguard & promote the welfare of children, the school will act in accordance with the following legislation & guidance:

- Working Together to Safeguard Children (DfE 2017)
- The Children Act 1989 & 2004
- United Convention of the Rights of the Child 1991
- Data Protection Act
- Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002 (Section 175/157)
- Somerset Safeguarding Children Board Inter-agency Child Protection & Safeguarding Children Procedures (Effective Support for Children and Families)
- Keeping Children Safe in Education (DfE, September 2016)
- Special educational needs & disability (SEND) code of practice
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74), Serious Crime Act 2015)

All staff members are alert to the possible signs of abuse of a child or young person due to their regular safeguarding training. Forms of abuse are:

PHYSICAL abuse 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.

Where your concern is about physical abuse, make sure you note where on the body the injury is & describe shape & size. Be careful to record the factual evidence - i.e. what you can actually see, not your opinion of how the injury may have been sustained.

EMOTIONAL abuse is the persistent emotional maltreatment of a child such as to cause severe & persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection & limitation of exploration & 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, though it may occur alone.

Emotional abuse is hard to evidence so you may need to detail a number of events that have led to your concerns.

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 & 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.

If the child or young person discloses to you any such incident record in as much detail as possible what was said, who was there & the child or young person's emotional state throughout the disclosure. Make sure your notes are contemporaneous, dated & kept securely.

NEGLECT is the persistent failure to meet a child's basic physical &/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 & shelter (including exclusion from home or abandonment)
- protect a child from physical & emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- Be unresponsiveness to a child's basic emotional needs

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Other issues which should be considered abusive are:

DOMESTIC ABUSE may take many forms. Witnessing the physical & emotional suffering of a parent may cause considerable distress to children & both the physical assaults & psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety & distress among children. Children can see provision as

a safe retreat from problems at home or alternatively not attend provision through a perceived need to be at home to protect abused parents or siblings.

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

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

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. While professional judgement may lead you to refer this matter to Somerset Direct a screening tool has been developed that may help an employee in their judgement.

There are fuller details around this subject including access to the screening tool at <http://sscb.safeguardingsomerset.org.uk/>

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

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

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

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

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

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

- Provide a developmentally appropriate PSHE curriculum which develops pupils understanding of acceptable behaviour & keeping themselves safe
- Have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed & valued
- Have relevant policies in place (e.g. behaviour policy).

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

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

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

ONLINE ABUSE happens on the web, through social networks, playing online games or using a mobile phone. Children & young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

GROOMING is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children & young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children & young people don't understand that they have been groomed or that what has happened is abuse.

RADICALISATION is defined by the UK Government as "*the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.*" Concerns should be discussed with the DSL.

FEMALE GENITAL MUTILATION comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation). It is also sometimes referred to as female genital cutting or female circumcision. The practice, which is most commonly carried out without anaesthetic, can cause intense pain & distress & long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers & adult women, so staff members are alerted to be aware of risk indicators. In England, Wales & Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. All concerns must therefore be reported to the police.

FORCED MARRIAGE is described by the UK Government as taking someone, usually overseas, to force them to marry (whether or not the forced marriage takes place) or marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured). Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

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. Staff members should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England & Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

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

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

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

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

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

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

FABRICATED OR INDUCED ILLNESS BY CARER (FII) is a condition whereby a child suffers harm through the deliberate action of their carer & which is attributed by the adult to another cause.

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

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

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

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

CHILDREN MISSING FROM EDUCATION. Attendance, absence & exclusions are closely monitored. A child going missing from education is a potential indicator of abuse & neglect, including sexual abuse & sexual exploitation. The DSL/provision will monitor absence & take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions &/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 & forced marriage.

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

High risks concerns include where:

- The responsible adult has no indication when the child is likely to return
- The child develops a pattern of going missing repeatedly

- The child's location is unknown, or reason for absence is unknown & there is cause for concern for the child because of their vulnerability
- The child is at high risk of CSE/gangs
- The child is pregnant or has a young child
- The child has a history of suicidal thoughts or behaviours
- The child is at risk of radicalisation

See Somerset Safeguarding Children Board Protocol for Children who go missing

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

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Huntspill Federation will ensure that an appropriate senior member of staff will take lead responsibility for child protection. This person will have the status & authority to carry out the duties of the post including committing resources &, where appropriate, supporting & directing other staff. During term time the designated safeguarding lead & or a deputy will be available (during provision hours) for staff to discuss any safeguarding concerns.

The DSL has the following responsibilities:

- The DSL will refer all cases of suspected abuse or neglect to CSC &/or Police (cases where a crime may have been committed) or to the Channel programme where there is a radicalisation concern
- Act as a source of support, advice & expertise to staff on matters of safety & safeguarding & when deciding whether to make a referral by liaising with relevant agencies
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status
- Ensure they have details of the CLA's social worker & the name of the virtual school Head Teacher in the authority that looks after the child.
- Have a good knowledge & attend meetings (or submit reports) to contribute to the planning for children who have Child in Need or Child Protection Plans
- Utilise, implement, scrutinise & 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 & child protection files are correctly drawn up & regularly reviewed
- Ensure the education provision's Single Central Record is correct at all times & safe recruitment procedures are upheld
- Ensure the provision's site security & risk assessments are maintained & completed

The Designated Safeguarding Lead will undergo the Local Authority's formal training every two years. The DSL will also undertake Prevent (WRAP) awareness & disseminate in addition to this training. Other requirements are:

- Understand the assessment process for providing early help & intervention, for example through locally agreed common & shared assessment processes such as early help assessments (EHA)
- Have a working knowledge of how local authorities conduct a child protection case conference & a child protection review conference & be able to attend & contribute to these effectively when required to do so
- Ensure each member of staff has access to & understands the school's safeguarding & child protection policy & procedures
- Be alert to the specific needs of children in need, those with special educational needs & young carers
- Understand & support the school with regards to the requirements of the Prevent duty & are able to provide advice & support to staff on protecting children from the risk of radicalisation
- Be able to keep detailed, accurate, secure written records of concerns & referrals with actions & outcomes
- Obtain/disseminate access to resources & attend any relevant or refresher training courses

- Encourage a culture of listening to children

The designated safeguarding lead will ensure the school policies are known, understood & used appropriately, as well as; .

- Ensure the school safeguarding & child protection policy is reviewed annually & the procedures & implementation are updated & reviewed regularly
- Ensure the safeguarding and child protection policy is available on the Federation website
- Link with the Somerset Safeguarding Children's Board (SSCB) to make sure staff are aware of training opportunities & the latest local policies on safeguarding
- Where children leave the school, ensure any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file

THE GOVERNING BODY

The Governing Body fully recognises its responsibilities with regard to Child Protection & to safeguarding & promoting the welfare of children.

The responsibilities placed on governing bodies 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
- Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2016)* - Appendix 1 & are aware of specific safeguarding issues
- Ensuring that staff induction is in place with regards to child protection & safeguarding
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual provisions as to whether they choose to have one or more Deputy Designated Senior Person
- Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal child protection training every two years (in line with SCSB guidance) & receive regular safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read & digest safeguarding developments)
- Prioritising the welfare of children & young people & creating a culture where staff are confident to challenge over any safeguarding concerns
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is discussed and outcomes recorded at Governors meetings.
- Ensure the requirements of The Governors Safeguarding Audit Section 175 are met.

SUPPORTING CHILDREN

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

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

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

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

Staff will be aware of the early help process, & understand their role in identifying emerging problems, sharing information with other professionals to support early identification & assessment of a child's needs. It is important for children to receive the right help at the right time to address risks & prevent issues escalating. This also includes staff monitoring the situation & feeding back to the DSL any ongoing/escalating concerns so that consideration can be given to a request for involvement to Children's Services if the child's situation does not appear to be improving.

Staff working within the provision will also be alert to the potential need for early help for children also who are more vulnerable. For example:

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

In the absence of the designated child protection person the deputy designated child protection person will take the lead. In any event, the Head Teacher will be informed of any suspicions of abuse. Should any concerns relate to the Head Teacher, the Chair of Governors will be contacted.

STAFF TRAINING & SUPPORT

All staff working in a school setting must have received 'Basic Awareness' training in Safeguarding & Child Protection which must be updated every 3 years. The designated person is responsible for ensuring they can deliver this training themselves once they have completed the LSCB "Working Together" course, via the three hour cascade training pack which is available from the LSCB.

PROCEDURES TO BE FOLLOWED

Where it is believed that a pupil is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) & the LSCB documents which can be found on www.somersetsafeguardingchildrenboard.org.uk

These procedures make it clear, confirmed in our own school policies, that the welfare of the child is of paramount importance. This takes precedence over sensitivities about relations with parents, the likely reaction of other parents & the community & any wish a child might have for complete confidentiality (which cannot be guaranteed). Members of staff not following the procedures could put themselves at risk of

disciplinary action & the child concerned at risk. As long as the procedures are adhered to, members of staff will receive the full support of the Governing Body & the LA.

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/>

In many cases the concerns may not reach the threshold for a Child Protection Referral but that of a Child in Need of an earlier intervention.

This is the function of the Early Help Assessment (EHA) and Team around the Child and/or family meeting. This will identify a lead professional who will bring appropriate professionals together to empower the family to address concerns raised. Details of this process are available at:

<http://www.somerset.gov.uk/policies-and-plans/strategies/common-assessment-framework-caf/>

If:

- A pupil discloses abuse, or
- A member of staff suspects a child may have been abused, or
- A third party expresses concern
- A staff member witnesses a potentially abusive situation involving another staff member

The member of staff MUST: RECORD & REPORT THE VERY SAME DAY using the Federation CP Referral Form attached to this policy.

If you receive a disclosure it is important to reassure the child that what s/he says will be taken very seriously & everything possible done to help.

If you are in the room when a pupil begins to disclose concerns to another person, you should stay unobtrusively in the background. You may be able to support/witness what has been said if required.

- Respond without showing any signs of disquiet, anxiety or shock
- Enquire casually about how an injury was sustained or why a child appears upset
- Confidentiality must not be promised to children or adults in this situation
- Observe carefully the demeanour of behaviour of the child
- Record what has been seen & heard
- Use the school record of concern sheet wherever possible
- Record the date, time, witness, place & the words used by the child
- Indicate the position of any injuries
- Record statements & observations rather than interpretations or assumptions
- All records need to be given to the DSL. No copies should be retained by the member of staff Do not interrogate or enter into detailed investigations. Encourage the child to say what s/he wants until enough information is gained to decide whether or not a referral is appropriate.

Asking Questions - Staff are understandably anxious about what questions they can ask if they are concerned about a child, or if the young person tells them something they are concerned about. Asking open questions is often helpful to the young person & can help you clarify the situation for yourself.

- It is important NOT to ask leading questions (i.e. questions that imply a specific answer)
- It is important to know when to stop asking questions & just listen
- It is important not to interrogate

Questions you can ask:

- Tell me ("tell me what happened...")
- Explain ("explain what you meant by.....")
- Where ("where did this happen/where were you...")
- When ("how long ago did this happen/when did this happen.....")

Remember you are only clarifying with the young person if something concerning did happen or could have happened from the information they give you.

All concerns, discussions & decisions made & the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL.

Then REPORT to the designated person without delay (the very same day).

Members of staff MUST NOT

- Investigate suspected/alleged abuse themselves
- Evaluate the grounds for concern
- Seek or wait for proof
- Discuss the matter with anyone other than the Head /Designated Child Protection Lead Person

Dealing with a disclosure from a child, & safeguarding issues can be stressful. The member of staff should consider seeking support for him/herself & discuss this with the DSL.

If a staff member receives a disclosure about potential harm caused by another staff member, they should see section - Allegations involving school staff/volunteers.

PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue, which needs to be fully understood by all those working with children, particularly in the context of Child Protection. The only purpose of confidentiality in this respect is to benefit the child.

No adult must ever guarantee confidentiality to any pupil. Staff should make pupils aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken. The law permits the disclosure of confidential information necessary to safeguard a child or children.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible, may put the child at greater risk or may not be in the best interest of the child's welfare. Decisions should be made on a case by case basis.

See [HM Gov. Information Sharing \(Nov 08\)](#)

If you are unsure, seek legal advice or advice from Children's Social Care

ATTENDANCE AT CHILD PROTECTION CONFERENCES

If a Child Protection Conference is called about a specific child/ren it is a requirement that the school is represented & will share information about the child & their family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting. Where the school provides a verbal report, parents/carers will be informed what is to be said prior to the conference.

Occasionally, the school may have information which is confidential & which will be shared in a closed meeting prior to the conference. If this is necessary, the Chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that the school will be required to provide information on children with whom there appear to be no direct concerns.

The school will contribute to the process of risk assessment & the decision about the child being in receipt of a child protection plan

SAFE SCHOOLS - SAFE STAFF

- When recruiting staff & volunteers, the school must ensure all appropriate checks are made & the Safer Recruitment Guidance issued by the DFE is fully complied with.
- The school will keep a careful check on all visitors & guests whether their visit is by invitation or unsolicited & ensure that where appropriate, adults are not left with children, unsupervised.
- The school will ensure that there is sufficient staff to run all activities.
- All school staff must be an adult role model for pupils: courteous, friendly & kind. No member of staff should make suggestive or discriminatory or other inappropriate comments.
- All school staff should respect pupils at all times regardless of their sex, ethnicity, disability or sexual orientation.
- No member of school staff must ever allow or engage in inappropriate verbal or physical contact of any description.
- All staff should be clear about what constitutes acceptable forms of communicating with children & the appropriate use of all electronic technology (i.e. texts, social networking sites etc.)
- All school staff should be firm & fair with pupils. Favouritism should be avoided, as should singling out troublemakers.
- No member of school staff should allow pupils or adults to engage in abusive activities such as ridiculing or bullying (which includes cyber-bullying). This must be reported to the designated child protection lead.
- The school will develop an ethos that allows staff to feel comfortable & caring enough to point out any inappropriate attitudes or behaviour to each other.
- The school will encourage children to trust their own feelings about adult behaviour & to assert their right to determine (within sensible limits) the behaviour with which they are comfortable.
- All school staff should ensure that when working individually with a pupil, they will be mindful of safe working practices, (e.g. where possible doors are left open), other staff are aware they are working on a one to one basis, & immediate help is available if needed.
- All school staff should report disclosures or concerns to the Child Protection Officer.
- Staff should never trivialise child abuse issue
- No member of school staff should drive a pupil home without permission of the parent/carer & Head Teacher.
- No member of staff should ever take a young person to their home. In any one-to-one situation that is not a clear and proper part of your work, you put yourself at risk of false allegations.

SAFER RECRUITMENT

Safer recruitment is an important part of safeguarding children. This policy outlines the steps we can take to try to ensure that the people who are employed by 'The Huntspill Federation' are safe to work with children & young people.

Safer recruitment has key elements which are:

- Robust recruitment & selection processes
- Relevant vetting & checking processes
- A robust induction
- A good training infrastructure

The aims of safer recruitment are:

- To prevent unsuitable people working with children, young people & vulnerable adults
- To promote safe practices & challenge poor or unsafe practice
- To enable prompt & appropriate responses to concerns about a child's welfare
- Develop partnership working

Having a safe culture is a key part of safeguarding - we do this by:

Having effective recruitment including the undertaking of full pre-employment checks i.e. CRB/DBS, evidence of identity, evidence of eligibility to work in the UK (if appropriate), two satisfactory references, proof of qualifications (if necessary for the post), job application form & health statement. Furthermore, recruitment documents & job descriptions include the following statement:

"The Huntspill Federation' is committed to safeguarding & promoting the welfare of children & young people. We therefore expect all staff & volunteers to share this commitment"

SAFER WORKING PRACTICE

To reduce the risk of allegations, all staff should be aware of safer working practice & should be familiar with the guidance contained in the school code of conduct & Safer Recruitment document *Guidance for safer working practice for those working with children and young people in education settings (2015)*. The document seeks to ensure that the responsibilities of school leaders towards children & staff are discharged by raising awareness of illegal, unsafe, unprofessional & unwise behaviour.

There are times when staff may need to work 1-1 with a pupil in order to provide appropriate support. When this happens the following should happen:

- 1-1 work with a pupil will always be with the prior agreement of the classteacher
- Whenever possible, 1-1 working with a pupil should be in a space where others are working
- Staff should not do 1-1 work with a pupil in an isolated part of the school - such as temporary classrooms - unless others are working there
- If working 1-1 in a classroom the door should be kept open at all times
- If working 1-1 in a classroom staff should not have cameras/electronic devices which could take a photograph - unless there are others working in the room
- Staff should record & report to their immediate line-manager if they have any concerns about a pupil's attitude towards them

All staff should be aware of & have read the Government Guidance called "Guidance for Safer Working Practice for Adults Who Work with Children and Young People"

ALLEGATIONS AGAINST STAFF

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

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

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

Appropriate whistleblowing procedures are in place & can be accessed on the Federation website

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

In the event of allegations of abuse being made against the Head Teacher, where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO).

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

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

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

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

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

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

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

The Head Teacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

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

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

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

E - SAFETY

The E-Safety Policy is part of the Safeguarding Policy & relates to other policies including those for Child Protection, Safer Recruitment, Management of Allegations Against Staff, E-Safety & the Use Of Photography & Videos).

The Internet is an essential element in 21st century life for education, business & social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience. The school Internet access will be designed expressly for pupil use & will include filtering appropriate to the age of pupils.

Pupils will be taught what Internet use is acceptable & what is not & given clear objectives for Internet use. Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval & evaluation.

Pupils may only use approved e-mail accounts on the school system & must immediately tell a teacher if they receive offensive e-mail.

Pupils must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone without specific permission.

E-mails sent to an external organisation should be written carefully & authorised before sending, in the same way as a letter written on school headed paper. The forwarding of chain letters is not permitted.

The contact details on the Web site should be the school address, e-mail & telephone number. Staff or pupils' personal information will not be published.

Pupils' full names will not be used anywhere on the Web site, particularly in association with photographs & permission from parents or carers will be obtained before photographs are published.

The Huntspill Federation considers that the use of social network spaces is inappropriate for primary aged pupils. Therefore we will block/filter access to social networking sites.

Pupils will be advised never to give out personal details of any kind which may identify them or their location.

If staff or pupils discover an unsuitable site, it must be reported to the ICT Coordinator as soon as possible & they will get the site blocked.

Emerging technologies will be examined for educational benefit & a risk assessment will be carried out before use in school is allowed.

Pupils will not be allowed to have mobile phones in school.

Personal data will be recorded, processed, transferred & made available according to the Data Protection Act 1998.

Complaints of Internet misuse will be dealt with by the Headteacher. Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.

E-safety rules will be posted in all networked rooms and discussed with the pupils at the start of each year & e-safety will be taught as part of the ICT curriculum.

Staff should be aware that Internet traffic can be monitored & traced to the individual user. Discretion & professional conduct is essential as inappropriate use will lead to disciplinary action.

THE USE OF PHOTOGRAPHS & VIDEOS

The Huntspill Federation believes that the responsible use of children's images can make a valuable contribution to the life & morale of the school. The use of photographs in school publicity materials can increase pupil motivation & help parents & the local community identify & celebrate the school's achievements. We will only use images that the Headteacher considers suitable & which appropriately represent the values of the school & the range of activities the school provides.

Photographs & video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998. We will not use images of either identifiable individuals for school publicity materials without the consent of the individual or, in the case of pupils, their parents/carer.

The school will only take & use images that are appropriate & are considered not to be open to misuse. Where possible, photos will be taken of groups of children rather than individuals & where a photograph of an individual is used, we will not name the pupil. Images will show pupils in suitable dress to avoid the risk of inappropriate use e.g. images of pupils in PE or swimming kit will only be included at the discretion of the Headteacher.

Under the terms of the Data Protection Act, parents, friends & family members can take images of their children participating in school activities for family & personal use. Parents/guardians will be reminded at school events that taking photographs of other children should not be done without the permission of the child's parent/guardian. Permission from the child's parent/guardian would also be required before any photographs could be used on social networking sites.

Mobile & camera phones can take images without the knowledge of others. As such, mobile phones that can take & transmit images will not be permitted in areas of the school e.g. changing rooms, where they may be misused.

If working 1-1 in a classroom staff should not have cameras/electronic devices which could take a photograph - unless there are others working in the room

Photographs taken by journalists are exempt from the Data Protection Act as newspapers are subject to strict guidelines governing the press. The school will ensure that it checks that broadcasters & press on the school premises are aware of the sensitivity involved in photographing & reporting about children.

Due to the number of occasions during a pupil's time at school that the school may wish to photograph or video the pupil, the school will seek consent from parents/carers when the pupil starts at the school. This policy & consent will cover the whole of the pupil's time at the school. The school will, at all times, consider the need to revisit consent in the event of a pupil's circumstances changing, or new applications for the use of pupil images.

Any evidence of the use of inappropriate images, or the misuse of images, will be reported to the school's designated child protection officer who may involve the LA, Social Services & police as appropriate.

PREVENT STRATEGY

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The Prevent Strategy covers all types of terrorism & extremism, including the extreme right wing, violent Islamist groups & other causes.

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation & extremism.

Different schools will carry out the Prevent duty in different ways - depending on the age of the children & the needs of the community. Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent Strategy.

These include:

- i. Exploring other cultures & religions
- ii. Promoting diversity
- iii. Challenging prejudice & racist comments
- iv. Promoting the spiritual, moral, social & cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example, through E-Safety & by vetting visitors who come into school to work with pupils.

Schools have been required to promote British values since 2014, & this will continue to be part of the response to the Prevent Strategy.

British values include:

- i. Democracy
- ii. The rule of law
- iii. Individual liberty
- iv. Mutual respect & tolerance
(see attached sheet from our school website)

It is important to remember that we need to ensure that any discussions are suitable for the age & the maturity of the children involved. The Prevent Strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as mutual respect & tolerance.

The Government's Prevent strategy can be found at the following address: www.homeoffice.gov.uk

Any concerns around 'Prevent' should be regarded as a **safeguarding issue** & reported to the 'Designated CP Lead'

FEMALE GENITAL MUTILATION

The July 2015 version of the statutory safeguarding guidance, Keeping Children Safe in Education, states that teachers, social workers & healthcare professionals will have a statutory duty to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18. This duty comes into force in October 2015.

Any concerns around 'FGM' should be regarded as a **safeguarding issue** & reported to the police.

The Government's procedure on reporting FGM can be found at the following address: www.homeoffice.gov.uk

September 2017

APPENDIX A

EARLY HELP

"Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years, through to the teenage years". [Working together to Safeguard Children, March 2015](#).

It's about working with children, young people & their families to identify & address problems before they escalate. Early help includes services that are available to all families as well as services for more vulnerable families who need a greater level of support.

Effective early help means that:

- Parents & or care-givers feel supported to provide stable, consistent & appropriate care for their families
- Children & young people achieve their education goals
- Young people are equipped with the skills & attitudes to join the workforce & overcome barriers to employability
- Children & young people achieve the best possible physical & mental health
- Children and young people are safe & feel safe

This is what we are working towards as a partnership in Somerset. We want to have a consistent and collaborative early help offer for children, young people & families delivered jointly by all partners. Giving the ability to offer the right help at the right time as soon as a problem emerges. Early Help is everyone's responsibility; we want children, families, communities & agencies to work together so that families are assisted to help themselves & are supported as soon as a need arises, thereby improving the overall wellbeing & quality of life of all Somerset children, young people & their families.

Providing the right information & advice to enable choice for families so they can be empowered to make positive changes themselves with tailored support where needed. Helping families build protective factors & family resilience so that they have the skills, knowledge & ability to meet the children's needs & to prevent situations escalating

The early help assessment is used to help practitioners gather & understand information about the strengths & needs, based on discussions with the family. The holistic assessment identifies the most appropriate way to meet those needs.

Practitioners in universal or targeted early help services can complete an early help assessment on their own or with the support of the Early Help Co-ordination Hub.

APPENDIX B

SINGLE CENTRAL RECORD (SCR)

Keeping an accurate Single Central Record is a statutory requirement & an essential part of keeping children safe in education & forms part of the statutory guidance Keeping Children Safe in Education (KCSIE) (DfE 2016) which applies to all maintained schools & academies. The SCR is covered by the statutory guidance included within KCSIE & is a requirement of the School Staffing Regulations (& Independent School Regulations for academies). Guidance about what information should be held on the SCR is outlined at paragraph 112 of the guidance

- The single central record (SCR) is in place for all staff (including supply staff)
- The SCR includes all who work regularly or intensively with children, including volunteers
- The SCR indicates that identity checks have been carried out & by whom
- There is evidence on the SCR that staff have been checked against the Barred List (previously List 99)
- The SCR records the date when the DBS &/or Barred List checks was carried out & who carried out the check
- The SCR records that further overseas criminal checks have been undertaken as appropriate
- The SCR records professional qualifications - where the qualification is a requirement of the job
- The SCR records evidence that a Prohibition from Teaching check has been carried out on all teaching staff employed since September 2013
- The SCR records evidence a check of "Right to Work" in the United Kingdom & suitability checks as appropriate
- All *relevant* staff have been asked to complete a declaration confirming that they are not disqualified in line with the Childcare Act 2006 & the (Disqualification) Regulations 2009 (There is evidence of these checks included on the SCR)
- Copies of documents used to verify identity, qualifications & Right to Work in the UK have been retained in individual personnel files

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

APPENDIX C

MANAGING ALLEGATIONS

The statutory guidance 'Keeping Children Safe in Education (2016)' states that governing bodies should appoint a member of staff of the school's leadership team to the role of designated safeguarding lead. All staff should be instructed that any allegation should be reported immediately to the designated senior manager. Written safeguarding procedures should reflect this guidance.

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

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

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

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

All allegations against staff are dealt with in accordance with 'Working Together 2015'. In addition, schools should have regard to Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2016). Should the allegation be about the designated lead or senior lead, allegations should be passed to a higher level such as a chair of governors.

Safeguarding & promoting the welfare of children is a responsibility shared by all agencies. If you feel that a professional or an agency is not acting in the best interests of the child, young person or family, you have a responsibility to respectfully challenge the professional or agency. The Somerset Children Safeguarding Board or the SSE Education Safeguarding Advisor can provide further advice on this matter.

APPENDIX D

SOMERSET SAFEGUARDING CHILDREN'S BOARD REFERRAL ROUTES

The SSCB has a statutory duty to co-ordinate how agencies work together to safeguard & promote the well-being of children & young people in Somerset & to ensure the effectiveness of the safeguarding arrangements.

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

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

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

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

APPENDIX E

RADICALISATION

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

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

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

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

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

To report concerns contact the Regional Police Prevent Team:

- Phone: 01179 455 536
- Email: channelsw@avonandsomerset.pnn.police.uk
- SWCPP (Safeguarding Children and Young people against Radicalisation and Violent Extremism)
http://www.proceduresonline.com/swcpp/somerset/p_sg_ch_extremism.html?zoom_highlight=prevent
Revised Prevent Duty guidance for England and

Wales. <https://www.gov.uk/government/publications/prevent-duty-guidance>

APPENDIX F

THE SOMERSET SAFEGUARDING BOARD

The Somerset Safeguarding Children Board (SSCB) is the statutory, multi-agency partnership with responsibility for coordinating, monitoring & challenging all activity relating to safeguarding children & young people living in Somerset. Safeguarding Children Board's were set up as a result of the 2004 Children Act & are regulated by that law.

The work of the SSCB is broad and varied but includes:

- Developing multi-agency policies & procedures for safeguarding
- Participating in the strategic planning of children's services
- Communicating the need to safeguard & promote the welfare of children to professionals & the public
- Conducting Serious Case Reviews when a child dies or is seriously harmed & abuse or neglect is suspected
- Ensuring procedures to ensure a coordinated response to unexpected child deaths
- Collecting & analysing information about all child deaths that occur in the area to identify issues of concern
- Providing multi-agency training & development to staff on safeguarding children

The SSCB have developed a range of learning opportunities that have been informed by the Board's priorities, quality assurance activities & learning reviews, which aim to equip you in your tasks & enable you to work confidently alone & alongside others to keep children safe & promote their wellbeing. These training opportunities & a wide variety of information, advice, tools & resources is located on the website: <http://sscb.safeguardingsomerset.org.uk/>.

APPENDIX G

USEFUL TELEPHONE NUMBERS

i.	Somerset Direct	0300 123 2224
ii.	Children's Safeguarding Leads' Consultation Line	0300 123 3078
iii.	NSPCC	0808 8005000
iv.	Childline (18 or under)	0800 1111
v.	CAMHS Telephone Advice Line	01749 836561
vi.	Emergency Duty Team (EDT)	0300 123 2327
vii.	getset Sedgemoor	01278 446771
viii.	Prevent - Regional Police Prevent Team	01179 455536/539

RECOMMENDED DOCUMENTS & POLICY LINKS

It is recommended that staff & governors are aware of the following documents which are available in school:

- i. Working Together To Safeguard Children
- ii. Keeping Children Safe in Education
- iii. What To Do If You're Worried A Child Is Being Abused
- iv. Dealing With Allegations of Abuse Against Teachers & Other Staff
- v. Mandatory Reporting of FGM - Procedural Information
- vi. FGM Guidance
- vii. Prevent Duty Guidance
- viii. Channel Duty Guidance

The statutory guidance 'Keeping Children Safe in Education' 2016 is available online. The DfE have confirmed that this guidance will be updated in 2018.

[Keeping Children Safe in Education \(KCSIE\) \(DfE 2016\)](#)

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

- Children missing from education
- Child sexual exploitation
- Honour based' violence
- FGM mandatory reporting duty
- Forced marriage
- Preventing radicalisation

This is to assist staff to understand & discharge their role & responsibilities as set out in this guidance.

Staff are asked to sign to say they have read these sections & will be re-directed to these online documents again should any changes occur

APPENDIX H

ABBREVIATIONS/ACRONYMS

CP	Child Protection
DfE	Department for Education
DSL	Designated Safeguarding Lead
FGM	Female Genital Mutilation
HR	Human Resources
LA	Local Authority
LADO	Local Authority Designated Officer
LSCB	Local Safeguarding Board
PE	Physical Education
NSPCC	National Society for the Prevention of Cruelty to Children

Huntspill Community Federation

West Huntspill Primary School & East Huntspill Primary School

NOTE OF CONCERN	
<u>PUPIL:</u> Name: DOB: School Site: Classteacher: NC Year:	<u>FAMILY DETAILS:</u> Name of Parent: Address: Telephone: Other Siblings: (if known)
<u>CONCERN:</u> (Please include date/time & place that concern was noted. Then give brief circumstances of incident, to include any precipitating factors & injuries sustained - if applicable)	
Name(s) of potential witnesses:	
Submitted by:	Date:
Actioned by:	Date:
Action taken:	

Notes:

1. Child protection issues are strictly confidential & should not be discussed outside of school.
2. This form can be completed electronically or as a hard copy.
3. Write down your concerns as soon as possible (the same day), then sign & date the CP Referral Form.
4. Submit it to the 'designated person' or 'deputy' as soon as possible (the same day) who will also sign, date the record & discuss actions with you.

APPENDIX J

PROMPT SHEET FOR CHILD PROTECTION REFERRALS

Designated Safeguarding leads can also use the SSCB Consultation Line to discuss cases they have concern about.

Before making a referral through the locally agreed procedures, the following information should be available:

Child's details

- Name - list all names known
- Date of birth
- Address & telephone number
- Health issues that may be relevant
- Any known disabilities that may affect communication

Family details

- Names of parents &/or carers.
- Names & ages of any other children in family (if known)
- Ethnicity & cultural background & where appropriate information about the need for interpreters
- Any legal or custody documents known to exist
- Name of the family's GP

Provision history

- How long has the child attended this provision?
- Attendance record - check if there has been a problem with attendance, look out for any patterns that emerge from attendance records, i.e. some children have been reported to miss every Monday because there have been problems at the weekend
- Behaviour - how does the child present? Check for any repeated patterns of behaviour, or sudden changes of behaviour. Do these relate to a change in circumstances at home?
- Relationships with parents, provision, other agencies: good, non-existent, volatile?

Child protection history

- Have you had previous concerns & have you made previous referrals? It is important to revisit previous concerns to get a wider picture. Child protection services are reliant on other agencies to help them build up a clearer picture of what has been happening. The relationship between each event may be more significant than each individual event
- If you have referred in the past, what was the outcome? Never let the fact that no action was taken last time affect your way of managing new concerns. If you have a concern, always pass it on

Informing the parent

In most cases it is agreed that it is better to tell the parent that you intend to refer to Children's Social Care or the Police but think it through. If you think telling may put the child or young person at more risk, take advice first. If in doubt, ring Somerset Direct (0845 3459122) & discuss with the Duty Social Worker or the consultation Line.

Making the referral

Once there is all the necessary information available a child protection referral can be made with confidence, following the South West Child Protection Procedures (www.swcpp.org.uk). Record all your actions & responses from other agencies.