



Yatton Church of England Junior
and Yatton Voluntary Controlled
Infant School



SAFEGUARDING AND CHILD PROTECTION POLICY

Statutory

Each Headteacher and Local Governing Body holds responsibility for Safeguarding and Child Protection in their school. This model policy must therefore be adopted (and if necessary amended) in each Trust school. Signed copies should be lodged with the Clerk to the Board of Trustees once adopted. Where amendments are made these should be clearly marked so that they can be reported to Trustees.

Model Policy Approved by Board of Trustees

Signed: 

Name: Adele Haysom

**Chair of Board of Trustees
Authorised for Issue**

Signed: 

Name: Gary Lewis

Chief Executive

Date 08 September 2020

School Policy Approved by Local Governing Body

Signed:

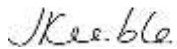
Name: Mike Sewell



Date 10/9/2020

Chair of Local Governing Body
Authorised for Issue

Signed: J Keeble



Name: Jo Keeble

Date 10/9/2020

Head teacher

Document History

Version	Author/Owner	Drafted	Comments
1.4	Dan McGilloway & Tara Phillis	04.07.17	Additions on p7 and p8 plus changes to updates to KCSIE document
1.5	Nichola Harris-Evans	13.09.17	Changes post Trustee feedback
2.0	Gary Lewis	30.08.18	Changes in light of KCSIE 2018, new North Som Model policy & Governor feedback from Wraxall
2.1	Gary Lewis	05.09.18	Changes suggested by Janine Ashman Sharon Roberts at St Peter's and andrea Cowan at HDS re DBS, training for contractors and frequency of update training
2.2	Gary Lewis	14.09.16	Changes suggested by head & Governor from Wraxall re peer on peer abuse and format for Governor training.
2.3	Gary Lewis	18.09.18	Changes necessitated by final published version of KCSIE and some re-ordering of the policy to improve layout and organisation.
3.1	Gary Lewis	16.07.19	Changes to bring policy in line with KCSIE 2019.
3.2	Gary Lewis	10.09.19	Clarification re external contractors requiring DBS and addition of social care team contact details for Bristol and Somerset LAs.
3.3	Dan McGilloway	12.07.20	Changes to bring policy in line with KCSIE 2020.

Date Policy Adopted	8 th September 2021
Review cycle	Annual
Review date	1 st September 2021

Key personnel:

The Chief Executive Officer of the Trust (Gary Lewis) is responsible to the Board for Safeguarding procedures and systems across the Trust. Julian Baldwin has been appointed as Safeguarding Trustee.

Names of School Designated Safeguarding Lead (DSL) and Deputy DSL(s):

- Jo Keeble
- Jon Heywood

Named Governor for Safeguarding

- Wendy Griggs

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1. Introduction

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

School Child Protection and Safeguarding Policy Framework

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. 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.*

(Keeping Children Safe in Education 2020)

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government advice, national guidance and local publications and Children Safeguarding Boards:

- Working Together to Safeguard Children, July 2018
- Keeping Children Safe in Education, September 2020
- Guidance for Safer Working Practice for Adults who work with Children and Young People, May 2019
- Prevent Duty Guidance, July 2015
- Mandatory reporting of Female Genital Mutilation, December 2016
- Disclosure and Barring Service Guidance, April 2018
- North Somerset Safeguarding Children Partnership
- Bath and North East Somerset Safeguarding Children Board
- South West Child Protection Procedures

This Policy is derived from the Lighthouse Schools Partnership model Safeguarding and Child Protection Policy which has been approved by the Board of Trustees. The Board of Trustees has delegated final amendment and adoption to the Local Governing Body.

The Local Governing Body and the Lighthouse School Partnership Board of Trustees recognise the need to ensure that they comply with their duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSIE) September 2020, Working Together to Safeguard Children July 2018 and locally agreed inter-agency procedures put in place by North Somerset Safeguarding Children Partnership /Bath & NE Somerset Safeguarding Children Board (LA safeguarding bodies). This policy will be reviewed annually, as a minimum, and be made available publicly on the school website and on request.

The term safeguarding covers a wide area and numerous policies and guidance which all staff should be aware of. These policies and procedures are detailed below and can be found on the school website or are available on request.

- LSP Attendance Policy
- LSP Health and Safety Policy
- LSP Complaints Policy
- LSP Staff Anti-Bullying Policy
- LSP Staff Code of Conduct
- The school's Internet/e-safety Policy
- The school's Physical Contact Policy (where appropriate)
- LSP Recruitment Policy
- LSP Preventing Extremism & Radicalisation Policy

- LSP Whistle blowing (Safeguarding) Policy

School staff play a critical role in Safeguarding and Child Protection as they are in a position to identify concerns early and provide help for children and young people, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children and young adults in education. This system is described in statutory guidance Working Together to Safeguard Children July 2018. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Where the term 'staff' is used in this policy it embraces teachers, support staff, members of the Trust's central team, agency and third-party staff and volunteers. Where the term 'Governors' is used it will also include Members and Trustees. Where records are referred to, these may be written or digital. Schools in the Lighthouse Schools Partnership use the CPOMS system as their main record for Safeguarding and Child Protection matters.

1.1 Statutory Framework

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act. In order to fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements set out in chapter 2, paragraph 4 of Working Together to Safeguard Children July 2018. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Keeping Children Safe In Education September 2020.

2. Procedures

The procedures for safeguarding children will be in line with North Somerset Safeguarding Children Partnership /Bath and North East Somerset Safeguarding Children Board and the South West Child Protection Procedures adopted by both Local Authorities. They will follow any guidance issued by The Department for Education (DfE), namely Keeping Children Safe In Education September 2020 (KCSIE) and Working Together to Safeguard Children 2018. Both Local Authority safeguarding bodies publish Threshold Criteria for Children in Need and Child Protection Referrals which provide clear frameworks for identifying levels of need and the action required to support and safeguard children.

2.1 Safer Recruitment

The school will follow relevant guidance in Keeping Children Safe in Education September 2020 (Section 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>.

In Particular:

- The school will ensure that at least one person on recruitment panels has undertaken all appropriate safer recruitment training as outlined in KCSIE September 2020;
- The school will conduct all appropriate pre-appointment checks on staff and Governors including enhanced DBS checks as set out in paragraph 149 of KCSIE 2020. For the avoidance of doubt, all Members, Trustees and Governors will also require Section 128 checks.
- With regard to the recruitment of volunteers, an enhanced DBS will be required for any volunteers who may have unsupervised contact with a

child. For volunteers whose contact with children will always be supervised, a signed self-declaration form (available from Trust HR team) should be obtained. For the avoidance of doubt, a volunteer is someone who is regularly involved with activities in the school as distinct from a visitor.

- The school will maintain a Single Central Record of pre-appointment checks for all members of staff, Governors, salaried teacher-trainees and agency/third-party supply staff.
- The Central Team of the Trust will maintain a Single Central Record of pre-appointment checks for staff employed within the Central Team and for Members and Trustees - these checks will be available to schools for review and to provide to Ofsted Inspectors when a school is being inspected.
- The school will ensure that all staff and volunteers have read the Trust's staff code of conduct and understand that their behaviour and practice needs to be in line with it.
- The school should ensure that any term-time contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check and have received safeguarding training appropriate to their roles (this may be the same training as directly employed staff, for example in the case of catering contractors who are based at the school, or it might be checking of DBS status, for example in the case of grounds maintenance staff who are only on site occasionally). If the Headteacher or DSL is not satisfied that appropriate training has been received they should require that school-based training is undertaken. In the case of self-employed contractors it may be necessary for the school to obtain the DBS check.
- Where the school places a pupil with an alternative provision provider written confirmation will be obtained from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.
- For Initial Teacher Training students the school will obtain written confirmation from the provider that it (the provider) has carried out all pre-appointment checks that the school would otherwise be required to perform.
- In the event of a pre-appointment check returning information which raises concern but which does not disbar an applicant from working with children, advice must be sought from the Trust's Head of HR. It may also be necessary to seek advice from the DOFA/LADO. The safety and wellbeing of children and young people is paramount and an appointment should only be made where the school is confident that safeguarding practice is not compromised.

2.2 Allegations

A separate LSP Whistleblowing (Safeguarding) Policy sets out the procedure and practice for making and managing allegations of a Safeguarding nature. This policy is published on the website of the school and the Trust.

Any allegations against staff (other than the Headteacher), supply/cover staff, volunteers, Governors, contractors and visitors that indicate that they may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. (For supply/cover staff)

will be reported immediately to the Headteacher or the Designated Safeguarding Lead, if the Headteacher is not present. The Headteacher will immediately inform the Designated Officer for Allegations in North Somerset (DOFA) (01275 888808) or the Local Authority Designated Officer in Bath & NE Somerset (LADO) (01225 396810) and seek advice. Regarding supply/cover staff, school will take the lead in following up any allegations.

- If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the Chief Executive Officer who will immediately seek the advice of DOFA/LADO.
- Allegations relating to members of the Trust's central team (other than the Chief Executive) will be reported immediately to the Headteacher or the Designated Safeguarding Lead of the school, if the matter relates to conduct involving a school or pupils at a school. Any other allegations should be reported to the Chief Executive. The allegation will immediately be reported to the DOFA/LADO.
- If the allegation concerns the Chief Executive Officer, the person receiving the allegation will immediately inform the Chair of Board of Trustees by email (Chairoftrustees@LSP.org.uk). They should seek confirmation from the Chair that the information has been received and acted upon. The Chair can also be contacted via the Clerk to Trustees. It is the responsibility of the Chair to immediately report the matter to the DOFA/LADO and seek advice.
- The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Guidelines.

2.3 Creating a culture of Safeguarding and Child Protection

The school recognises that, because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse and that all staff and Governors have a full and active part to play in protecting our pupils from harm. To build a strong culture of Safeguarding and Child Protection the school will:

- Have a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) who have undertaken Multi-agency Advanced Safeguarding Training as recommended by the North Somerset Safeguarding Children Partnership / Bath and NE Somerset Safeguarding Children Board and who update this training every two years.
- Ensure the DSL helps promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced with teachers, relevant support staff and school leadership staff.
- Have a nominated Governor responsible for safeguarding who has received recent training from a qualified source such as the Local Authority or Lighthouse Schools Partnership.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at inter agency meetings, strategy meetings and case conferences.
- Raise the awareness of all staff members, Governors and volunteers of the need to safeguard and promote the welfare of children, and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensure that all staff, volunteers and Governors maintain an attitude of 'it could happen here' and when concerned about the welfare of a child always act in the best interest of the child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.

- Ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Make it clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Ensure staff are aware of the heightened risk of abuse to pupils with Special Educational Needs and Disabilities (SEND).
- Embed opportunities in the curriculum and school life for children to develop the skills they need to recognise when they are at risk and how to get help when they need it - provision will be appropriate to age and may include education about Peer on Peer abuse, online abuse, County Lines, Child Sexual Exploitation, Child Criminal Exploitation (CCE separated from CSE in KCSIE 2020), Radicalisation and Female Genital Mutilation.
- Ensure staff are vigilant to the indicators linked to the risks above, including the storing of drugs and the sexual violence used to intimidate when understanding County Lines.
- Ensure that filters and safeguards are applied to online content available to pupils and, where applicable, clear guidelines are given on the acceptable use by children and adults of IT equipment. This includes when they are online at home.
- Ensure every member of staff (including temporary, supply staff and volunteers) and the local governing body knows the name of the Designated Safeguarding Lead (DSL), and their Deputy Designated Safeguard Lead (DDSL), and their Child Protection Officers, responsible for child protection and their role.
- Clearly display the names of the Designated Safeguarding Lead, and their Deputy Designated Safeguard Lead, and their Child Protection Officers so they are clearly visible in the school. In addition, a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations will be displayed.
- Adopt an approach of Contextual Safeguarding which considers the wider environmental factors in a child's life that might be a threat to their safety or welfare including Extra Familial Abuse. This includes Domestic abuse and the adverse effects of witnessing Domestic Abuse. Schools/DSLs should use their local authority services to support children who are witness to Domestic Violence.
- Seek to obtain more than one emergency contact number for each pupil.

The training of staff, Governors and volunteers is an essential element in delivering a culture of Safeguarding and Child protection, so the school will:

- Ensure all members of staff and Governors complete Basic Awareness training by the Local Authority Safeguarding in Education Officer or other qualified trainer/source (with the permission of the Trust's CEO) in order to understand their responsibilities relating to safeguarding children. Such training should be annually updated;
- Ensure that all staff members and Governors are aware of the systems within the school which support safeguarding - this should include the Safeguarding and Child Protection Policy, staff Code of Conduct and the school's Behaviour Policy and Anti-bullying Policy. This information should form part of an induction process for any new member of staff or Governor;
- Ensure that all staff members have read part 1, part 5 and Annex A of KCSIE September 2020 and that this forms part of an induction process for all new members of staff (the school will keep a record of this and staff will sign to confirm that they have read the guidance);
- Ensure all staff must be aware that they have a professional responsibility to share information to other agencies in order to safeguard children and that they cannot promise a child to keep secrets which might compromise the

- child's safety or well-being, or that of another;
- Ensure all members of staff have an awareness of types of abuse including Sexual, Physical, Emotional and Neglect and of specific forms of abuse and safeguarding issues such as peer to peer abuse, children missing from education, child sexual exploitation, serious violence, involvement of children in serious crime, 'honour-based' violence (HBV), FGM and forced marriage;
- Ensure that all members of staff are aware of their responsibilities under the Prevent Duty and Channel Programme using KCSIE 2020 and receive online <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html> or face to face training on Prevent;
- Ensure that all members of staff are aware of the duty to report Private Fostering arrangements to the Local Authority (this will normally be discharged by the Headteacher or DSL);
- Ensure that all teachers are aware of their Mandatory Reporting Duty in relation to Female Genital Mutilation (KCSIE September 2020) (such reports should be made by the directly to the Police).

The school will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory, discriminatory or sexualised language or behaviour, including bullying and cyberbullying;
- Being vigilant to issues that particularly affect different genders - for example, upskirting or sexualised/ aggressive touching or grabbing towards another pupil(s), and initiation or hazing type violence with respect to boys;
- Being vigilant for peer on peer abuse involving the inappropriate use of mobile phones, particular the taking and distributing of indecent images of minors, which may include images taken and distributed by the children/young people themselves (sexting);
- Recognising that experiences of significant harm in may occur in extra-familial contexts, seeking to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- Ensuring the curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff about matters that concern them and that those concerns will be taken seriously and dealt with appropriately;
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves.

2.4 Implementing Procedures for Reporting Abuse

There are four categories of Child Abuse: Neglect, Physical, Emotional and Sexual (full definitions of abuse are set out in KCSIE 2020 and other guidance documents). Staff are trained to be vigilant of the signs and symptoms and to know to report any concerns to the DSL (or Deputy DSL) promptly and accurately on CPOMS, which will also be used to track progress with the referral. (Staff may additionally report the matter verbally or in email to the DSL but this should **not be an alternative** to recording the concern on CPOMS.)

Members of the school community, such as Governors, who do not have access to CPOMS, should raise any child protection concerns directly with the DSL, who will ask them to record their concerns in writing. It will be for the DSL to make sure that the record is added to CPOMS so that all information is held securely and together.

It is important to highlight that students with SEND are more susceptible to forms of abuse due to their vulnerability and trusting of adults more readily. Pupils with SEND work with more adults than those without SEND and are therefore quicker to trust

adults, meaning they are more often targeted by adults who look to groom/abuse children.

The Definitions, Signs and Symptoms are outlined below:

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, ensure adequate supervision, fail to protect, which is likely to result in the serious impairment of the child's health or development.

Neglect may occur in pregnancy due to substance misuse

Signs and Symptoms not limited to: -

- Voracious appetite
- Child thrives away from home
- Child is unresponsive
- Faltering or static weight gain or growth
- Child left unsupervised
- Smelly and dirty appearance
- Untreated conditions
- Multiple accidents

Physical Abuse: which may include hitting, shaking, throwing, poisoning, drowning, suffocating or otherwise causing physical harm to a child. May be caused when a carer fabricates or induces illness in a child

Signs and Symptoms such as non-accidental bruising to:

- Head
- Trunk/ upper arms
- Inside thighs
- Ears/ cheeks
- Any bruising on a non-mobile infant

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects of the child's emotional development. It may also involve seeing or hearing the ill treatment of another. (Domestic Abuse), Overprotection, limiting exploration, preventing the child participating in normal social interaction.

Signs and Symptoms not limited to: -

- Faltering growth
- Erratic weight and growth patterns
- Frozen awareness
- Psychosomatic illness
- Developmental delay
- Behavioural signs
- Self-mutilation
- Wetting/ soiling

Sexual Abuse: forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Such abuse might include being subject to sexual acts or viewing age inappropriate sexual media content. The activities may involve physical contact, or not.

Signs and Symptoms not limited to:

- Minor injury on genitals
- Recurring UTI's
- Pregnancy
- STI's

- Sudden onset of behavioural difficulties
- Age inappropriate sexual play or language
- Self-mutilation
- Persistent abdominal pain

Responding to concerns relating to abuse

In responding to concerns and reports of abuse or risk the school will:

- Act swiftly and in accordance with its own policies, the processes set out by the Local Authority safeguarding bodies and other statutory guidance;
- Understand the responsibility to safeguard children requires that the school will appropriately share any concerns that the school may have about children. This may include contacting the Single Point of Access (SPA), Social Care or the DOFA/LADO who will provide consultation and advice for anyone working with children;
- Notify Social Care immediately if there is an unexplained absence of any pupil who is subject to a Child Protection Plan (or an absence which has been explained by a parent or carer but the school remains concerned);
- Ensure that parents are clearly informed of the school's responsibility for safeguarding and child protection;
- Seek to discuss any concerns about a child with their parents and gain consent to make a referral or an offer of support. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be taken in order to ensure the child's safety is not placed at risk. If in doubt, the school will consult with Social Care on this point;
- Recognise that all matters relating to child protection are confidential and the Headteacher or Designated Safeguarding Lead/Deputy DSL will disclose personal information about a pupil to other members of staff on a need to know basis only;
- Always undertake to share the intention to refer a child to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the school will consult with Social Care on this point.
- In cases of 'sexting' or other distribution of indecent images of minors a report should be made to the police. Advice about how school and police can avoid 'criminalising' a young person is available in the UK Council for Internet Safety publication: Sexting in schools and colleges: responding to incidents and safeguarding young people
<https://www.safeguardingschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf> .

2.5 Implementing Procedures for Child Protection

Role of the Designated Safeguarding Lead (DSL)

The DSL and any deputies are most likely to have the complete safeguarding picture and be the most appropriate person to decide on the response to safeguarding concerns. When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child/young

person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached at which point they will make a referral to the referral and assessment team in the Local Authority in which the child/young person's resides. If the DSL is unsure whether the threshold has been met they will contact the Referral and Assessment Team in the relevant Local Authority.

Where the DSL believes that a child or young person may be at imminent and significant harm risk of harm they should immediately call the Referral and Assessment Team:

- North Somerset 01275 888808 or Emergency Duty Team (outside office hours) 01454 615 165.
- Bath & NE Somerset 01225 396312/01225 396313 or Emergency Duty Team (outside office hours) on 01454 615165.
- Bristol 0117 903 6444 or Emergency Duty Team (outside office hours) 01454 615 165
- Somerset 0300 123 2224 or Emergency Duty Team (outside office hours) on 0300 1232327

If an immediate police response is required, the DSL should request police assistance via 999.

Where a safeguarding concern does not meet the threshold for social care, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

In addition, the DSL should help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced with teachers, relevant support staff and school leadership staff.

Engagement with other agencies

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant, up to date information about the child as possible, including submitting reports for child protection conference where possible in advance of the meeting.

Concerns about attendance or whereabouts of pupils

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Where staff have a concern about a child's attendance they should report it to the DSL who will be best placed to assess the concern in the context of other safeguarding information.

Children missing education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education elsewhere. The procedure to follow when a child goes missing from education is set out in the LSP

Attendance Policy and states that unexplained absences of one week or longer will be reported to the Local Authority. Any child missing for over 10 days will be reported as a Child Missing Education. The advice of the LA safeguarding bodies is available here:

North Somerset

http://www.proceduresonline.com/swcpp/northsomerset/p_ch_missing_educ.html

Bath and NE Somerset

http://www.proceduresonline.com/swcpp/banes/p_ch_missing_educ.html?zoom_highlight=missing+in+education

2.6 Information sharing, record keeping and confidentiality

Information sharing is vital in identifying and tackling all forms of abuse. As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the GDPR / Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are substantiated safeguarding concerns.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded on CPOMS. If in doubt about recording requirements, staff should discuss with the DSL.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of Trust or school staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

The school will always undertake to share its intention to refer a child to Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

2.7 Further information

Full definitions of safeguarding terms and further information about specific forms of abuse is published in Annex A to KCSIE 2020. All school leaders and staff working directly with children are required to have read this guidance. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix 1 - Children and online safety away from school - for example during lockdown in the context of the coronavirus situation

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Lighthouse Schools Partnership code of conduct.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering learning using online resources:

- Staff must only use platforms provided by the school or Trust to communicate with pupils. Examples include the VLEs in place in secondary schools and MS Teams across all schools.
- Where webcams and streaming are used to deliver lessons staff should not speak or communicate to a pupil 1:1 unless agreed with Headteacher or DSL and arrangement made that another adult (either staff member or parent) is present within the streamed session.
- Chat/conversation on MS Teams or other digital platforms must reflect the register of communication that is appropriate in a classroom and be visible to senior, staff such as headteachers, who may monitor content.
- Communication by emails should be from school email addresses or from school email addresses to parents' private emails addresses. Staff should never enter into any correspondence sent from a child's private email account to individual staff accounts.
- Video and other learning materials may be externally hosted on external media such as YouTube. Where this is the case they should be marked in settings as educational and for children's use so that surrounding third-party content is not inappropriate for use with children.
- Staff must not use personal social media for e-learning purposes or communication with pupils although schools may wish to publish learning materials from school accounts on open social media such as Twitter.

Where telephone contact is made with a pupil the parent must be asked to remain in earshot of the pupil. Staff should always ask if they can be put on 'speakerphone', if this is available, so that the parent can hear both sides of the conversation.

Appendix 2 (drawn from North Somerset Model policy)

Key Safeguarding Areas

In addition to the above there are other areas of safeguarding that the school has a responsibility to address and these include:

- Child Sexual Exploitation and Trafficking
- Child criminal exploitation
- All types of peer on peer abuse
- Domestic violence and abuse and intimate teenage relationship abuse
- So called Honour Based Abuse including Female Genital Mutilation (FGM) and Forced marriage
- Gangs and youth violence
- Serious violence
- Drugs
- Fabricated or induced illness
- Child and adolescent mental health
- Faith abuse
- Radicalisation
- Private fostering
- Online sexual abuse
- Online safety
- Attendance
- Children and the court system
- Sexual violence and harassment between children
- Children with a family member in prison
- Homelessness
- Alternative provision

For further information on these key topics see Appendix 3

Multi Agency Working

The governing body will ensure that the school contributes to multi-agency working in line with the statutory guidance in Working Together to Safeguard Children and Keeping Children Safe in Education.

Staff work in partnership with other agencies in the best interests of the children. If there are child protection concerns, referrals should be made by the DSL (or Deputy DSL) to the Referral and Assessment Team (Tel: 01275 888 808). Where the DSL is unsure about making a referral, a no names consultation can take place for advice.

Staff will co-operate with any child protection enquiries including statutory safeguarding assessments conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Where a pupil/student is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

Appendix 3 (drawn from North Somerset Model policy)

Definitions and further guidance

Child Sexual Exploitation (CSE) and Trafficking

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Sexual exploitation can take many forms, ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Consideration should be given to the trafficking element of this area of safeguarding and if appropriate a referral is made to the National Referral Mechanism. Staff should be aware of the following guidance: Criminal Exploitation of children and vulnerable adults: county lines guidance.

Gangs and youth violence

Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.

Serious Violence

All staff should be aware of the signs that indicate a child is at risk of, or involved with serious violence, this includes: absence from school, change of friendship group, unexplained injuries, self-harm, unexplained gifts or possessions. Staff should also be aware of relevant guidance: Preventing youth violence and gang involvement

Drugs

As part of school's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Government's drug strategy (2017). Our school will support students by providing information, advice and support via the curriculum and give students the confidence, resilience and risk management skills to resist risky behaviours and recover.

The Department of Education and Association of Chief Police Officers have provided Drug Advice for Schools to support this aim.

Schools also have the power to search pupils for drugs where there is a belief this student is in possession of criminal property.

Radicalisation

The school is aware of its responsibilities under the Prevent Statutory Duty through the Counter Terrorism and Security Act 2015. The duty requires schools to consider the need to safeguard children from being drawn into terrorism. The duty is designed to help ensure that vulnerable individuals who are at risk of radicalisation are supported as they would be under other safeguarding. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas and build their resilience to radicalisation. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into supporting terrorism and extremism and

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challenge extremist ideals. Our IT filters are regularly reviewed and monitored in order to prevent and identify access to terrorist and extremist materials on line at the school.
For advice and guidance in making a referral or about a student causing concern: Tel. 01278 647466.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel Guidance.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware that as a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Educate Against Hate, a website launched by Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Honour Based Abuse

So-called 'honour-based' Abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If you have concerns about an individual, the following helplines will be able to support you
Honour Network (Karma Nirvana): 0800 5999 247 (Monday to Friday, 9am - 5pm)
Government Forced Marriage Unit 0207 008 0151 or 0207 008 1500 (out of hours)
In emergencies, dial 999.

Further details from the home office on force marriage can be found [here](#)

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, individuals and groups from the wider communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential risk indicators which may indicate that a girl may be subjected to FGM or that she may have suffered FGM. These are detailed in the Multi-agency statutory guidance on female genital mutilation issued by the home office.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police via 101 (KCSIE 2020). This should be completed in consultation with the DSL but the responsibility of reporting lies with the staff member who identified the concern.

Peer on Peer Abuse

Peer or Peer Abuse includes:

- Bullying, including cyber bullying

- Physical Abuse including intimate partner abuse
- Sexual Violence including CSE, Sexual Harassment, Sexting and Upskirting
- Initiation and Hazing type violence including rituals, challenges, and other activities involving harassment, abuse or humiliation as a way of initiating a person into a group
- Gang violence, threats or coercion

All schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited under the Equality Act 2010. Schools should tackle prejudice and promote understanding between those who share a protected characteristic and those who do not, as set out in the Equality Act 2010. The definition that has been adopted by the government and should be used when considering prejudice related incidents 'A prejudice related incident is any incident which is perceived to be prejudice by the victim or any other person'

Faith abuse

The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse. Schools should promote equality and awareness around cultural and religious practices.

Domestic violence and abuse, Gender-based violence and teenage relationship abuse

Domestic abuse (over 16 years) and teenage relationship abuse (under 16 years) involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers as teenage relationship abuse or intimate partner abuse. The curriculum should enable children and adolescents to understand what constitutes a healthy relationship, consent and tackle gendered stereotypes.

Sexual Violence and Sexual Harassment

Sexual Violence and harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all children involved are taken seriously and offered appropriate support.

The law says anyone under the age of 13 can never legally give consent. This means that anyone who engages in any sexual activity with a child who is 12 or younger is breaking the law. Sexual activity with a child who is under 13 should always result in a child protection referral.

Sexually harmful incidents should be viewed by professionals as a safeguarding concern and both victim and perpetrator should be supported. The school should have systems in place to support both students in the school setting to feel safe and heard should an incident occur.

School staff should be alert to negative sexualised or gendered language and behaviours and should be robust in tackling these, not brushing them off as 'part of growing up', 'boys will be boys' or 'banter'.

Online Sexual Abuse

Online sexual abuse involved the use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to) engage in sexual activity, produce sexual material/content, force a child to look at or watch sexual activities, encourage a child to behave in sexually inappropriate ways or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

Online Safety

The topic of online safety is considerable and can be linked to issues such as child sexual exploitation, bullying and radicalisation. Issues can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material; e.g. Pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; e.g. commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; e.g. making, sending and receiving explicit images, or online bullying.

The school will ensure it is proactive in addressing online safety through:

- Education of pupils through the curriculum;
- Keeping parents up to date on how to support keeping their children to keep safe online; the government has released new guidance for parents to support children's online activity Coronavirus (COVID-19) support for parents and carers to keep children safe online
- Reviewing online safety practices as part of a whole school approach to online safety;
- Filtering and monitoring to protect users but not leading to unreasonable restrictions;
- Staff training which is integrated, aligned and considered as part of the overarching safeguarding approach;
- Information sharing to enable the school community to be kept up to date.

For further information see government guidance Teaching online safety in school

Child and Adolescent Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Good mental health and resilience are fundamental to our children's physical health, relationships, education and to achieving their potential. The school should promote positive self-esteem and tackling behaviours such as bullying that can impact a young person's self-esteem. Pastoral care should be available to those with mental health concerns as well as staff being aware of pathways for young people to Early Help and CAHMS.

In North Somerset, schools are encouraged to have a designated Mental Health Lead and offers Mental Health First Aid training as part of the 2020-2021 training offer to embed positive mental health practice in schools.

Fabricated or induced illness

This supplementary guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008), sets out a national framework within which agencies and professionals at local level - individually and jointly - draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Alternative Provision

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

Children and the Court System

A child may at some point experience the court system for a number of different reasons this may include being a witness to a crime or it could be as a result of child care arrangement being made in the Family Court. Whatever the reasons it is important the child is supported through this process.

Children with a Family Member in Prison

Children and young people whereby a family member is in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education - Annex A (2020).