

# CHILD PROTECTION AND SAFEGUARDING POLICY

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| <b>Staff Link:</b>    | Helen Cullen     | <b>Date:</b>   | September 2017 |
| <b>Governor Link:</b> | Graham Pritchard | <b>Review:</b> | September 2018 |
| <b>Acting LADO</b>    | Antony Doble     |                |                |

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## **Section 1**

- Key Staff
- Policy Statement
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  - Aims
- Linked Policies
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- Safeguarding Statement

## Child Protection and Safeguarding Policy

Preston School, Monks Dale, Yeovil, Somerset, BA21 3JD

**Telephone Number** 01935 471131  
**Fax Number** 01935 431216

### Key Staff

#### Principal

Principal Gregg Morrison  
Email [GMorrison1@educ.somerset.gov.uk](mailto:GMorrison1@educ.somerset.gov.uk)

#### Safeguarding

Designated Child Protection Lead Helen Cullen  
([HCullen@educ.somerset.gov.uk](mailto:HCullen@educ.somerset.gov.uk)) Mobile Number 07889004646

Designated Deputy Child Protection Lead Clare Wilson  
([CWilson2@educ.somerset.gov.uk](mailto:CWilson2@educ.somerset.gov.uk))

Designated Deputy Child Protection Lead Ann Lambert  
([ALambert@educ.somerset.gov.uk](mailto:ALambert@educ.somerset.gov.uk))

#### Looked After Children

Designated Teacher for Looked After Children Helen Cullen  
[HCullen@educ.somerset.gov.uk](mailto:HCullen@educ.somerset.gov.uk)

#### Prevent

Prevent Lead Helen Cullen  
[HCullen@educ.somerset.gov.uk](mailto:HCullen@educ.somerset.gov.uk)

Prevent Deputy Clare Wilson  
[CWilson2@educ.somerset.gov.uk](mailto:CWilson2@educ.somerset.gov.uk)

#### Child Sexual Exploitation

Child Sexual Exploitation Lead Helen Cullen  
[HCullen@educ.somerset.gov.uk](mailto:HCullen@educ.somerset.gov.uk)

Safeguarding Governance Lead Graham Pritchard  
[GPritchard@educ.somerset.gov.uk](mailto:GPritchard@educ.somerset.gov.uk)

#### Key Information

**Somerset Direct Telephone Number** 0300 123 2224  
**Somerset Direct Email Address** [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)  
**LADO** Anthony Goble ([AGoble@somerset.gov.uk](mailto:AGoble@somerset.gov.uk))

## **Policy Statement**

Our Policy applies to all staff, governors and volunteers working in the school and takes into account the current statutory guidance provided by the Department of Education (DfE) and local guidance issued by Somerset Local Safeguarding Children Board. These duties are set out in the Education Act 2002 Sec 175/157, Working Together 2015 and Keeping Children Safe in Education 2016.

We will ensure that parents/carers are made aware of our child protection policy through publication on our website.

The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. All staff and volunteers involved with children have a responsibility to be mindful of issues related to their safety and welfare and a duty to report any concerns.

## **Policy principles**

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

## **Policy aims**

The school is committed to promoting the physical, mental and spiritual well-being of its pupils by:

- providing all staff with the necessary information to enable them to meet their child protection responsibilities
- ensuring consistent good practice
- demonstrating the school's commitment with regard to child protection to pupils, parents and other partners
- providing a safe environment in which pupils can learn;
- identifying pupils who are suffering, or are likely, to suffer significant harm, and taking appropriate action to ensure their safety.

In order to achieve these aims, the school will:

- have systems in place to prevent unsuitable people working with pupils; promote safe practice and challenge poor and unsafe practice amongst staff;
- respond to concerns about the welfare of pupils; taking appropriate action to keep them during any disclosures and subsequent action;
- raise awareness amongst pupils of appropriate adult behaviour and of other issues relating to their person safety and well-being;
- establish and maintain an ethos in which children are encouraged to talk and are listened to;
- designate a teacher and a governor to be responsible for Child Protection issues, as well as a deputy designated teacher;
- establish effective working relationships with parents and with colleagues from other agencies providing services for children.

## **Linked Policies**

There are a number of policies that form part of the school safeguarding strategy, these include;

- Staff code of conduct
- Safer recruitment policy
- Allegation management policy
- Complaints policy
- Behaviour and Rewards policy

## **Terminology**

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

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

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

**Child** includes everyone under the age of 18.

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

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

## **Accessibility of Policy**

**The Policy will also be accessible to all visitors to the school, parents and carers through the website and in the reception area.**

## Safeguarding Statement

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

Preston recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of Preston's activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse.

We will seek to:

- Create a safe and welcoming environment where children can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- Ensure that any training or events are managed to the highest possible safety standards
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately

## Section 2

- Legislation

## Legislation

**Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.**

**Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.**

- The statutory guidance **Working Together to Safeguarding Children 2015** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance **Keeping Children Safe in Education 2016** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.
- All staff must read Part One of the **Keeping Children Safe in Education 2016** guidance and staff can find a copy in the CP officers office.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected.

Due to their day-to-day contact with pupils, school staff members are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult when they are in distress or at risk. It is vital that all staff members are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns

This Policy has been developed in accordance with the principles established by the Children Acts of 1989 and 2004 and related guidance. This includes

- DfE guidance: Keeping Children Safe in Education, 2016
- DfE guidance: Working Together to Safeguard Children, 2015
- Somerset Support Service for Education (SSE)
- Somerset Children's Safeguarding Board (SSCB)
- Children Missing from Education (CME)
- Child Sexual Exploitation (CSE)

This Safeguarding Policy relates to all provision employees or staff working within our provision and is in addition to the Working Together 2015 & Keeping Children Safe in Education 2016 guides. This policy document is produced in order to inform and assist our staff and contractual partners in meeting their responsibilities in terms of child protection, whether working directly or indirectly for our provision.

### **Section 3**

- The Governors role
- The Designated Safeguarding Lead
- Deputy Safeguarding Lead
- The responsibility of staff
- Action
- Confidentiality
- Working in partnership

## **The Governors role**

- To be familiar with Local Area Child Protection procedures and guidance issued by the Department of Education
- To work with the designated teacher responsible for child protection to review and update the child protection policy annually;
- To ensure that child protection is an annual agenda item for governing bodies so that the effectiveness of the school's procedures and response to child protection is reported and monitored satisfactorily;
- To liaise with relevant agencies if any allegations are made against the principal, under the direction of the chair of governors;
- To respond to any safeguarding issues raised directly by parents.

## **The role of the Designated Safeguarding Lead**

Once a concern or disclosure has been passed on to the designated teacher the next course of action will be agreed. This might include:

- Recording the information and any agreed action appropriately
- Establish and manage CP files for students where concerns have been raised
- A record of pupils with Child Protection Plan

The Designated Teacher will inform the relevant LM that information relating to a Child Protection matter is being kept on a pupil and a note of this will be made in the pupil's normal school file.

All documentation relating to Child Protection issues will be stored securely in the Designated Teacher's office; information on Child Protection issues must not be kept in the pupil's normal school file. The Principal, Heads of School, SENCO and Learning Managers will have access to the information when necessary by discussion with the Designated Teacher. If information is needed in an emergency, the Vice Principals PA will be able to access the information as directed by the Principal.

Whilst the school conforms to the Data Protection Act in making pupil records available to parents on request, information in the Child Protection files will not automatically be shared with parents if advised otherwise by the Children's Social Care Team and the police. It is likely

that most of the concerns that are logged will have been discussed with parents, but some information may be withheld if sharing it would endanger the pupil.

If a student transfers schools, any child protection records will be sent to the receiving school, with a signed return slip to confirm receipt of file.

In line with guidance from the Records Management Society, records relating to students will be kept until the ex-students 25<sup>th</sup> birthday and then will be shredded.

Information will not normally be shared with agencies other than Children's Social Care, the police and appropriate health agencies.

## **The Designated Safeguarding Lead also**

- Has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff

- Is appropriately trained, with updates every two years
- Acts as a source of support and expertise to the school community
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Is alert to the specific needs of children in need, those with special educational needs and young carers
- Has a working knowledge of SSCB procedures
- Makes staff aware of SSCB training courses and the latest policies on safeguarding
- Has an understanding of locally agreed processes for providing early help and intervention
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- Refers cases of suspected abuse to children's social care or police as appropriate
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- Ensures that when a pupil leaves the provision, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker is also informed
- Attends and/or contributes to child protection conferences
- Coordinates the school's contribution to child protection plans
- Develops effective links with relevant statutory and voluntary agencies including the SSCB
- Ensures that all staff sign to indicate that they have read and understood the child protection policy
- Ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and proprietors regarding this
- Liaises with the nominated governor/governance and provision head as appropriate.
- Keeps a record of staff attendance at child protection training
- Makes the child protection policy available publicly, on the school's website or by other means
- Ensures parents are aware of the role in safeguarding and that referrals about suspected abuse and neglect may be made.

### **The Deputy Designated Lead(s):**

Is/are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the on-going safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

### **The responsibility of staff**

It is the responsibility of all adults within the school to respond to any suspected signs of abuse by talking to the designated teacher or the deputy designated teacher and by providing written notes when asked to do so.

If a pupil begins to talk about an instance of abuse, the staff should:

- Explain that someone else might have to be told about what they say;
- Listen to the pupil without making any judgements about what is being said;

- Only ask enough questions to clarify that the incident or relationship being described is an abusive one – it is not a teacher's role to investigate the claims, or to find out unnecessary details;
- Ensure questions are not leading;
- If necessary, reflect back what has been said to the pupil so they can check what you have heard them say;
- Avoid making guarantees about things that may now happen;
- Refer to the Designated Child Protection Lead immediately
- Explain what you will do with the information;
- Make a written record of the conversations as soon as possible, including any words and phrases that were used by the pupil whenever possible – pass on all notes, including original notes that may seem unimportant or are on the back of scrap paper;
- Pass the information on to the Designated Child Protection Lead or to the Deputy Child Protection Lead as soon as possible, so that any contact with external agencies can be made early in the day.

If the pupil refuses to carry on talking because confidentiality cannot be promised, offer them another time when they could talk, and offer the telephone numbers of the NSPCC (0800 800 5000) and CHILDLINE (0800 1111). The Designated Child Protection Lead should be informed, in writing that such an event has occurred.

If a pupil begins to talk to you about an issue that you feel unable to listen to, take them to someone else straight away so they can continue with their account.

It is important to remember that pregnancies of girls under 16 must also be responded to within this framework as issues of consent and legality may be involved.

Our staff are well placed to observe the outward signs of abuse because of the day to day contact with children.

Preston School will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to.
- Ensure that pupils (and their parents/carers) know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Make every effort to establish effective working relationships with parents and colleagues from other agencies.
- Include in the curriculum, opportunities for PHSE/Citizenship, which equip pupils with the skills they need to develop healthy relationships, support their peers and stay safe from abuse such as:
  - On-line safety
  - Sexual exploitation
  - Missing education
  - Domestic abuse
  - Bullying and abuse
  - Recognise how pressure from others can affect their behaviour
- Take all reasonable measures to minimise the risk of harm to children
- Address quickly and effectively, concerns about the welfare of a child, working in partnership with other agencies.

- Ensure robust child protection arrangements are in place and part of the daily life of the school.
- Promote pupil health and safety both in and outside school
- Promote safe working practice for staff and volunteers and challenge unsafe practice whenever it arises.
- Ensure that the procedures are in place to deal with allegations of abuse against all staff including volunteers and that all staff are aware of these (see DfE [Keeping Children Safe in Education 2016](#) P 39 – 50 and Somerset LSCB local inter-agency procedures)
- Meet the medical and health needs of children with medical conditions
- Take all reasonable measures to ensure school site security and monitor who accesses the site.
- Address drugs and substance misuse issues and other relevant local issues that may arise.
- Reinforce that everyone has a duty to safeguard children inside and outside the school environment including school trips, extended schools, activities and vocational placements. (See Working Together 2015)

**We will follow the procedures set out by the Somerset Local Safeguarding Children Board (LSCB) and take into account guidance issued by the DfE in Keeping Children Safe in Education September 2016:**

- Ensure we have a designated safeguarding lead and deputy lead person for child protection who has received and maintained appropriate training and support for this role
- Ensure we have a nominated governor responsible for child protection.
- Ensure each member of staff, (including temporary and supply staff and volunteers) and the governing body knows the name of the current Designated Safeguarding Lead and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead
- Ensure that parents have an understanding of the responsibilities placed on the school and staff for child protection by setting out its obligations, contained in this policy, in the school prospectus and on our website
- Notify Children's Social Care if a pupil in receipt of a child protection plan, is absent from school for more than 2 days when this absence is unexplained
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences, and strategy meetings if required
- Apply the Somerset Local Safeguarding Board multi- agency [Escalation Policy](#) if there is any concern about the actions or inactions of social care staff or staff from other agencies
- Maintain secure [child protection records](#) separate from the main pupil file and in locked locations
- Ensure that there are clear procedures, known to all staff, which are followed where an allegation is made against a member of staff or volunteer. The LSCB website provides information on [allegations management](#).
- Ensure safe recruitment practices are always followed which includes having a trained person on every recruitment panel
- Apply confidentiality appropriately.

## **Action**

All staff will play a significant part in recognising signs of abuse and, at times, in responding to the disclosures of pupils. Once concerns have been identified, they must then be dealt with by the school's Designated Child Protection Lead.

## **Confidentiality**

We recognise that all matters relating to Child Protection are confidential.

The Principal or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they cannot promise a child to keep secrets.

## **Working in partnership**

Preston School will work in collaboration with the LSCB .We will build and maintain strong relationships with families.

## **Section 4**

- Prevention
- Taking Action
- Supporting Children

## **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk;
- Are always listened to;
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for Personal, Social, Health and Citizenship education which equips students with the skills they need to stay safe from harm and to know to whom they should turn to for help.

## **Taking action**

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

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, and report via ‘myconcerns’ definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- Seek support for yourself if you are distressed.

## **Supporting children**

We recognise that children who are abused, or who witness violence or domestic abuse, may find it difficult to develop a sense of self-worth. They can feel helpless, humiliated and feel a sense of blame. School may be the only stable, secure and predictable element in their lives. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum
- A school ethos which provides a positive, supportive and secure environment which gives pupils a sense of being valued
- Application of the school behaviour policy which will ensure that the pupil knows that some behaviour is unacceptable but they remain valued and not to be blamed for any abuse which has occurred
- Effective liaison with other services that support the pupil such [Children’s Social Care](#) and [Somerset Education Support Services](#)
- Ensuring that when a pupil who is subject to a child protection plan or where there are other safeguarding concerns, transfers to a new school, their child protection file is transferred to the new schools immediately and securely (see [record keeping](#)) and inform child’s social worker.

## **Section 5**

- Recognising abuse
- Indicators of abuse
- Young people and Abuse
- Interviews between students and external agencies/visiting professionals
- Young people who may be vulnerable
- Children Missing in Education
- Bullying
- Health and Safety
- Honour-Based Violence
- Female Genital Mutilation
- Sexually harmful behaviour
- Sexual exploitation of children
- Esafety
- Extended school and off-site arrangements

## **Recognising abuse**

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

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

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

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

## **Indicators of abuse**

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

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

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

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

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

## **Young people and Abuse**

### **Interviews between students and external agencies/visiting professionals**

In the interests of safeguarding, all interviews between students – whether as individuals or in groups – and external visitors to the school will be held in the presence of an appropriate adult. This may be a member of staff or an independent representative identified by the school. A record will be kept of all interviews. The only exception to the above will be in the case of meetings with individual students concerning personal medical/child protection issues.

### **Young people who may be vulnerable**

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

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

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

### **Children Missing in Education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, and the DSL will consider implementing child protection procedures

### **Health and Safety**

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

### **Honour-Based Violence**

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

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

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

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

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

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

### **Female Genital Mutilation**

Female genital mutilation is a form of child abuse and is dealt with under the school child protection and safeguarding policy.

The Department for Education states that 'FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to their body integrity, as well as their right to health'.

### **Risks**

- Girls are at greater risk during summer holidays
- Many girls are unaware they may be at risk of undergoing FGM

- More at risk UK communities include Kenyan, Somalis, Sudanese, Sierra, Leoneans, Egyptians, Nigerians, and Eritreans.
- Non-African communities Yemeni, Kurdish, Indonesian and Pakistani girls.

## **School Responsibilities**

Designated Senior CP Staff are aware of the Department of Education guidance on FGM (Appendix 1)

Guidance for all staff on signs that a student has been subject to FGM or is at risk of being abused through it, is within Child Protection and Safeguarding policy (Appendix 2).

FGM training will be provided to all staff as appropriate within the school community completely and aligned to Somerset Safeguarding Board training and policy.

## **Sexually harmful behaviour**

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

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

## **Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

## **Esafety**

### **Safeguarding and ICT**

Protecting young people in the online world means thinking beyond the school environment. As well as the computer to access the Internet, how many mobile phones and games consoles offer broadband connections?

Pupils may be working online in School, at home or in an Internet café. Increasingly students will access to personal devices not covered by network protection and therefore the emphasis

needs to be on educating all users as to the risks involved and their obligation to act responsibly while online.

All staff should be aware of this policy and understand their personal responsibility with regard to keeping young people safe on line and how to respond to e-safety incidents.

Safeguarding children and young people in both the real and virtual world is everyone's responsibility. It is an extension of general safeguarding.

The Principal supported by the governing body, will take the lead in embedding the agreed e-safety policies in practice.

The designated CP lead will liaise with the e-safety coordinator about e-safety issues.

All pupils should be made aware of the Academy's acceptable user policy and what to do if they have any internet safety concerns; this is addressed through ICT lesson and via Moodle.

- Research tells us the internet has led to more children and young people having access to some kinds of content that might not be appropriate for their age (e.g. sexual material).
- Although children and young people are really confident using technology they don't always know how to judge what information they can trust and what they can't.
- Unwanted contact by strangers is also a problem and children are still meeting up with people they first met online, even when they know about the risks.
- Bullying can expand online, especially because it can be anonymous, and people feel less responsible for their contribution to the bullying.
- It can also be viewed again and again, by lots of people.
- Children and young people often upload things about themselves or others without necessarily understanding or thinking through what the long term effects might be (Byron Report 2008).

Preston School will ensure students are taught about e-safety through a range of ways.

### **e-safety**

If a young person receives an abusive email or text they should report the matter to a member of staff as soon as possible. A copy of the email with full headers, plus dates and times should be saved. Staff will investigate all complaints and take action accordingly. There is further guidance in the e-safety policy.

### **Extended school and off-site arrangements**

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

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

## **Section 6**

- Recruitment of staff
- Training of staff
- Volunteers
- Site security
- Whistleblowing
- Abuse of position of trust
- Allegations against staff
- Safe practice
- Physical intervention

## **Recruitment of staff**

The school will follow the LA guidance on appointing all staff.

All staff and volunteers will need to provide the necessary documentation to prove identity and to complete the necessary Disclosure documentation to receive clearance from CRB. Once the school has received notice of a satisfactory clearance, the person will be able to work unsupervised with students. Any visitors to the school who have not received a CRB clearance will be supervised whilst with students and an appropriate risk assessment will be completed.

Any subsequent concerns or issues relating to staff should be reported to the Principal who will then follow guidance from Somerset Human Resources Team. Any concerns relating to the Principal should be discussed with the Chair or Governors.

## **Training of staff**

All staff, including trainee teachers, will receive basic awareness training from the Designated Teacher or a deputy as part of their induction in the school. Staff training is updated using Somerset LSCB cascade package. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

More specialist training is made available for Learning Managers, the designated deputy, PFSA, and other pastoral support via Somerset Local Safeguarding Children Board.

The Designated Teacher will attend an update of training every two years.

All staff have a guidance document to follow in the event of concern or a disclosure.

## **Volunteers**

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

## **Site security**

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Provision lead will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

## **Abuse of position of trust**

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

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

### **Allegations against staff**

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal.

On all such occasions, the Principal or his assigned delegate will discuss the content of the allegation with the LA Lead Officer for Child Protection (LADO).

If the allegation made to a member of staff concerns the Principal, the Designated Teacher will immediately inform the Chair of Governors who will consult with the LAs 'Lead Officer for Child Protection'.

The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

### **Safe practice**

- Safer Recruitment processes will be followed at all times in accordance with DfE Keeping Children Safe in Education (2014) Part 3, P16-29
- Effective checks and references are an essential element of safer recruitment
- All staff will be given the school's Staff Code of Conduct guidance so will have access to advice and guidance on the boundaries of appropriate behaviour (Additional guidance is available via [Staff Code of Conduct](#))
- In the event of any complaint or allegation against a staff member or volunteer, the head teacher should be notified immediately. If it relates to the head teacher, the chair of governors should be informed without delay
- Staff may find issues relating to child protection upsetting and may need support which should be either provided directly by the school or sourced elsewhere by them.
- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

### **Physical intervention**

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## Section 7

- Prevent

## **Prevent**

In June 2015 the Department for Education issued advice to schools under the Prevent Duty. This guidance is to help school understand the Prevent Duty and how to prevent young people from being drawn into terrorism.

### **Preston School responsibilities**

- Staff are to be able to identify students who may be vulnerable to radicalisation
- Staff know what to do when a student is identified as vulnerable to radicalisation
- Protect young children from harm both within their family and or other outside influences
- Develop students resilience
- Promote students confidence to challenge extremist views
- Promote British values
- Provide a safe place for students to develop knowledge and understanding of the risks associated with terrorism
- Have an awareness of local context risks and issues around radicalisation
- Provide guidance to all stakeholders about the risks to young people of radicalisation including through the use of social media and the internet
- All adults working on site to be safeguard trained and have an awareness of how to keep children safe in education
- Have clear safeguarding policies and procedures
- Have a lead and deputy safeguarding officer
- Make a referral to appropriate organisations (Channel programme, LSCB)
- Staff all trained on radicalisation and how to identify vulnerable students who are at risk of it
- Follow LSCB guidance on radicalisation

### **Risk assessment**

Staff must understand the risks affecting children in our local area, particularly in terms of internet use. There is no single way of identifying susceptible individuals but staff and students should be alert to changes in behaviour which could indicate a need for help and protection. Children at risk of radicalisation may seek to hide their views. Staff must be able to identify children who may be vulnerable to radicalisation as part of their normal safeguarding duties. Such concerns must be reported to the Designated Child protection officer or their Deputy if they are off site. All referrals to the CP Lead or Deputy will follow The Channel Referral Process. Staff should understand when a referral to the Channel Programme is appropriate through their Prevent training.

### **Channel**

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.

Contact details:-

If there is an immediate risk

1. Call 999

If there is no immediate risk

1. Call 101
2. Call Regional Channel Coordinator 0117 9455539 or Police prevent lead on 01793 507926
3. Email [channelsw@avonandsomersetpolice.co.uk](mailto:channelsw@avonandsomersetpolice.co.uk)
4. Anti-terrorist Hotline 0800 789321

### **Working in Partnership**

Preston School will work in collaboration with the LSCB .We will build and maintain strong relationships with families.

## **Staff Training**

All staff at Preston School will receive Prevent training and those new to the school after training has taken place will receive training at the earliest possible opportunity. Staff have all received a guidance document on Prevent (Appendix 4). All staff will be trained in basic safeguarding, which includes awareness of Prevent, Safeguarding and Esafety.

## **Teaching and Learning**

Preston School will promote British Values. Any extremist view will be challenged, a healthy debate is encouraged in lessons and social time.

Preston School will ensure appropriate IT filtering systems are in place. Teaching about radicalisation will take place through IT and Life studies. Assemblies will also contribute to promoting British Values.

## Appendix 1 – Safeguarding Team

### Safeguarding Team

All staff who work at Preston are safeguard trained, this includes teaching, associate, catering and site staff.

The Safeguarding Team hold responsibility for managing disclosure and referring concerns to appropriate agencies.

If you need to talk to someone because you are worried about yourself or another student the Safeguarding Team are;



Mrs Cullen  
Lead CP Officer  
Vice Principal  
Tel 07889004646



Ann Lambert Deputy  
Deputy CP officer



Clare Wilson  
Deputy CP officer

There will always be a lead or deputy child protection officer on site during school hours.

A handwritten signature in purple ink that reads "H Cullen".

Mrs H Cullen  
Vice Principal

## Appendix 2 – Possible Indicators of Child Abuse and Neglect

Somerset LSCB Cascade Pack (2014 V1) – Handout 2

### POSSIBLE INDICATORS OF CHILD ABUSE AND NEGLECT

For a comprehensive review of signs and indicators of child abuse and neglect consult the South West Child Protection Procedures [www.swcpp.org.uk](http://www.swcpp.org.uk)

|  | Physical Abuse   | Sexual Abuse   | Neglect  | Emotional Abuse   |
|--|--|--|--|---|
| Symptoms and signs in child abuse have to be taken in the context of the medical and social history (the story) and the developmental status of the child. |  |  |  |   |
| <b>Visible Signs</b>   | Bruises, bites, fractures, burns or scalds unusual in size, shape, distribution or location. <b>Any</b> bruising or other injury in a child that is not independently mobile (baby) Frequent presentation of minor signs. Poisoning. <b>Delayed presentation</b> | Marks in oral, anal or genital area, signs of restraint, sexualised play. Aches and pains, return to soiling or wetting, self-harm, promiscuity, pregnancy, anorexia, running away, poor sleep. <b>Often no physical signs</b> | Frozen watchfulness. Voracious appetite. Developmental delay. Non-organic failure to thrive. Poor skin, dry hair. Thin | Gross attention seeking. Self-harm, self-neglect. Developmental delay Low self esteem Substance abuse   |
| <b>Audible Accounts</b>  | Child (or another child) talks about abusive incident (about self or other). Accounts may later change.  | Child (or another child) talks about abusive incident (about self or other). Accounts may later change.  | Unresponsive to concern from others. Play is immature and may lack imagination Language delay                          | Unresponsive to, or evasive about, concern from others. Inappropriate emotional responses to painful situations   |
| <b>Child's demeanour / attitude</b>  | Explanation missing or incompatible with signs. Frightened or evasive in giving account Fear of medical help or examination.   | No explanation or doesn't fit with signs. Frightened or evasive in giving account. Sexualised behaviour. Withdrawal from relationships Inability to concentrate  | Indiscriminate relationship with adults. Isolated. Very low self-esteem. Always tired.                                 | Lack of trust in adults. Self-deprecating. Feeling guilty, unworthy. Very low self-esteem. Lack of curiosity and natural exploration, air of detachment |
| Recent sudden changes in behaviour (either becoming more withdrawn or more restlessly outgoing)  |  |  |  |   |
| <b>Child's context/environment</b>   | Fabricated or induced illness. Carers delay seeking help. Domestic violence.   | Secretive sexual family lifestyle. Adult who poses a risk to children in house.  | Inadequate adult supervision, failure to meet basic needs  | Carers under or over protective. Domestic violence. High criticism, low warmth.   |

| <b>RISK FACTORS</b>   |  |
|---|--|
| <b>Parents:</b> <ul style="list-style-type: none"> <li>• Domestic violence</li> <li>• Mental illness</li> <li>• Drugs/alcohol abuse</li> <li>• Poor, unemployed</li> <li>• Young/immature parents</li> <li>• Abused in childhood</li> <li>• Present co-habitee not the father</li> <li>• Sporadic antenatal attender</li> <li>• Denies access to health visitor or social workers</li> <li>• No social support</li> <li>• Denied request for termination</li> </ul>   | <b>Child:</b> <ul style="list-style-type: none"> <li>• Disability or illness</li> <li>• Unwanted pregnancy</li> <li>• Low birth weight</li> <li>• Premature - extra feeding, poor responder</li> <li>• 'Wrong' sex</li> <li>• Under 2yrs old</li> <li>• Multiple births</li> <li>• First born</li> <li>• Early management problems</li> <li>• 'Difficult behaviour'</li> </ul> |
| <p><b>Carer's attitudes</b> – Strong rejection or scapegoating of the child. Over reaction to normal or 'naughty' behaviour. Unrealistic expectations of child for age. Too much or too little concern and control. Delay in seeking advice, minimisation or denial of symptoms, refusal to allow admission or proper treatment, aggression.</p>  |  |
| <p><b>NOTES:</b><br/>The above signs are a summary only. None are absolute evidence that abuse has taken place although there are some physical signs like pregnancy for which alternative explanations are difficult to find. Divisions between categories are overstated for the sake of simplicity.</p> <ul style="list-style-type: none"> <li>• Many of the signs may indicate other concerns not connected with child protection.</li> <li>• Interpreting signs of abuse and neglect is like joining up pieces of a jigsaw puzzle, you may have pieces of information others may contribute theirs. The overall picture may then validate or refute concerns.</li> <li>• Environmental signs need treating with particular caution, because they easily fit our stereotypes.</li> <li>• There is a strong economic status bias in child protection concerns.</li> <li>• Most children who come from disadvantaged backgrounds have not been abused.</li> <li>• By the same token, abused children may come from ordinary backgrounds.</li> </ul> |  |