

Safeguarding is everyone's responsibility - 'it could happen here'.

SAFEGUARDING AND CHILD PROTECTION POLICY

September 2019

Date of Policy	1 st September 2019
Review Date	July 2020
SLT Link	Designated Safeguarding Lead
Governing Body Link	Safeguarding Governor Dan Palmer

We believe that all children and young people should have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We are committed to anti-discriminatory practice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

This policy will be reviewed in full by the Governing Body. The policy has been reviewed by the Safeguarding Governor. This policy was updated in July to respond to;

- Keeping Children Safe in Education (September 2019)
- Working Together to Safeguard Children (March 2018)
- Somerset Safeguarding Partnership (previously the Somerset Safeguarding Children's Board) policies and procedures

Signed
Helen Cullen
Headteacher

Signed
Dan Palmer
Safeguarding Governor

Key Safeguarding staff and contact details

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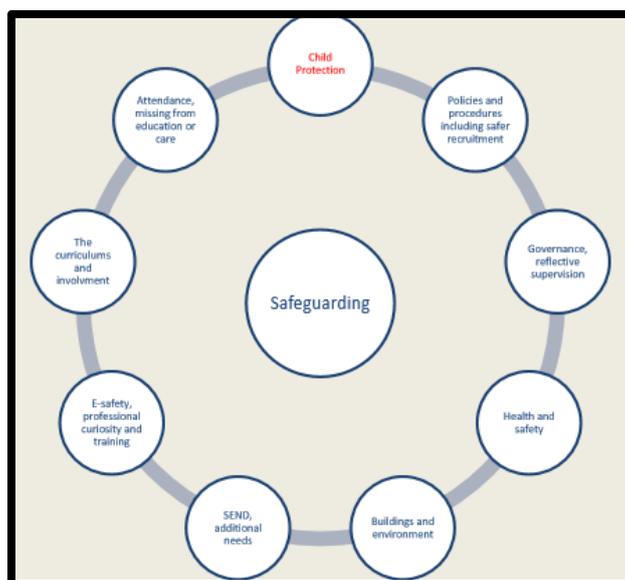
Introduction

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

Aims

The aims of Sexey's School safeguarding policy are to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- Staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are appropriately trained in recognizing and reporting safeguarding issues.



1. Definition of safeguarding

Safeguarding and promoting the welfare of children is defined in statutory guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Children includes everyone under the age of 18.

2. Glossary

- Reference to "staff" includes both education and care specific staff.
- "Staff" or "members of staff" includes all paid staff irrespective of their role in the organisations and includes agency staff and volunteers.
- SSP is an abbreviation for the Somerset Safeguarding Partnership (SSP) the new name for the Local Safeguarding Board (LSCB).

3. Safeguarding Partners

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter two of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

4. Confidentiality

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

Safeguarding and protecting children raises issues of confidentiality that must be clearly understood by all staff in the school. All staff both teaching and non-teaching, including Boarding staff and Health Centre team have a responsibility to share

relevant information about the protection of children with other professionals, particularly the investigative agencies.

The Health Centre staff will share all safeguarding concerns with the DSL, should a student request a confidential medical appointment this will be booked through the GP with the DSL notified, it will be recorded on the students safeguarding file where appropriate.

If a young person confides in a member of staff or volunteer and requests this information is kept confidential it is appropriate that the staff member tells the young person in an appropriate manner to the students age and stage of development that they cannot promise confidentiality and that if the information shared raises a concern about the student or another students' safety or well-being that could be considered a safeguarding concern, that the information will be shared with the DSL who may seek further advice and support from external agencies to ensure the student concerned is kept safe and cared for.

Our principal's related to Safeguarding and confidentiality include:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).
- Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.

5. School Vision and Ethos

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage

- Resilience
- Kindness
- Respect.

As a school we have a determination “*to be exceptional in all that we do*” and have an unrelenting commitment to provide:

- exceptional learning experiences within an environment where students can thrive and learn.
- a caring community that provides students with first class advice, support and guidance, where young people are valued for their individuality and their potential is nurtured and developed.
- a wide range of opportunities that help develop exceptional young people with the skills, confidence and knowledge to make a positive contribution to the local and global community both now and in their future lives.
- staff with an exceptional place to work, develop and inspire young people.

6. Our commitment

To safeguard and promote the welfare of children and young people through:

- The provision of a safe environment in which children and young people can learn.
- The provision of high-quality residential provision which nurtures and develops our children and young people to achieve and thrive.
- Identifying concerns early and provide appropriate help and support for children and young people and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Effective Support for Children and Families, Thresholds for Assessment and Services guidance.

7. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9).
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.

- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after.

8. Statutory responsibilities

All action taken by Sexey's School will be in accordance with:

Current legislation namely:

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

Statutory guidance and advice namely:

- [Working Together to Safeguard Children \(2018\)](#) which sets out the multi-agency working arrangements to safeguarding and promote the welfare of children and young people.
- [Keeping Children Safe in Education \(September 2019\)](#) which sets out what schools should do and sets out the legal duties with which school must comply with in order to keep children and young people safe.
- [Teacher Standards 2012](#) which sets out that teachers, including Headteachers, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.
- [National Minimum Standards for Residential Special Schools, Boarding Schools and 14 – 18 Colleges providing accommodation and Academies 16 - 19](#)
- Other specific guidance and advice issued by the DfE in relation to the wider safeguarding agency, e.g. behaviour, health and safety, bullying, e-safety and medical needs

9. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

9.1 All staff

In addition to the Safeguarding and Child Protection policy, we have a staff Code of Conduct that outlines an acceptable level of staff behaviour.

All schools are required to issue Part One of Keeping Children Safe in Education (September 2019) - in full - to their staff and ensure that they have read and understood its contents. At Sexey's School we are adopting this guidance and its contents across the whole organisation and whilst the language refers to "school" it applies to both care and education provision provided at Sexey's School.

Part One can be accessed [here](#)

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually. In addition to this all staff will read, hold copies of and follow Sexey's School Safeguarding Handbook.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy the behaviour policy, and the safeguarding response to children who go missing from education.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

9.2 The role of the Designated Safeguarding Lead (DSL)

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

9.3 The Deputy Designated Safeguarding Lead (DDSL)

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

Details of key safeguarding personnel can be found at the front of this policy.

9.4 The Governing Board

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

The responsibilities placed on governing bodies and proprietors include:

- Contributing to ensure the provision is carrying out inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy and behaviour policy.
- Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2019)* –and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal child protection training every two years and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Having a Safeguarding Governor to take leadership responsibility for the organisation’s safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is regularly discussed and outcomes recorded at Governor meetings.
- Ensure the requirements of The Governor’s Safeguarding Audit Section 175 are met and actions when needed completed in a timely way.
- The governing board will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation.
- One of the Co-chair of governors will act as the ‘case manager’ in the event of an allegation of abuse being made against the Headteacher, where appropriate.
- All governors will read *Keeping Children Safe in Education*. Section 13 has information on how governors are supported to fulfil their role.

9.5 The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate).

9.6 DSL and DDSL Training

Both the DSL and DDSL will ensure they attend single agency and multi-agency training and attend the local Designated Safeguarding Leads briefing led by SSP. They will attend regular training to ensure their knowledge and skills remain up to date and relevant.

The DSL and DDSL will undertake child protection and safeguarding training at least every two years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

9.7 Consultant Social Worker

Sexey's School has appointed a Consultant Social Worker who visits the school at least half termly to provide Safeguarding Supervision for the DSL and DDSL and Boarding Staff Team. They also review cases and provide advice and guidance as required.

10. Staff Induction

As part of the induction process for new employees they will attend an induction briefing this will include a one to one induction meeting with either the DSL or DDSL that signposts staff to relevant safeguarding documentation including this policy and procedure, guidance for safer working practice, what to do if you're worried a child may be abused and whistleblowing advice. All new staff who join the school

undertake the EDUCARE Introduction to Safeguarding Training and the Prevent Course online. During their induction training, new staff will be given and have read:

- Staff Code of Conduct.
- The school's Safeguarding Policy.
- Keeping Children Safe in Education (2019) (Part One and Annex A).
- Behaviour and Rewards Policy.
- Procedures for children missing education.

11. Whistleblowing

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

Working Together to safeguard Children (March 2018) states that organisations should have in place clear policies in line with those from the Somerset Safeguarding Partnership to manage allegations against people who work with children and young people. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. Full details are available [here](#)

In addition, Keeping Children Safe in Education (September 2019) Part Four, sets how allegations may indicate that a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity in a school or college under the age of 18 years. Part 4 of the Keeping Children Safe in Education (September 2019) which can be accessed [here](#)

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

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

Sexey's School Management of Allegations policy and procedure is available on the website.

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

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

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

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

The Safeguarding Staff Handbook provides a range of information and guidance for staff including additional information about how to make a referral to children's social care, the LADO or to report concerns to the NSPCC advice line in instances where they have concerns about the organisation's response to child protection, the conduct of staff or they do not feel that appropriate action has been taken in relation to concerns they have raised.

12. Specific Responsibilities Relating to Residential Provision

Children and young people can be particularly vulnerable in residential settings. We are committed to ensuring that our children and young people are safe from harm and able to develop, thrive and fulfil their potential. We value and nurture each child as an individual with talents, strengths and capabilities that can develop over time, by fostering positive relationships and establishing clear boundaries of acceptable behaviour. Working in close partnership Boarding Staff and Teaching staff support the student's emotional, mental and physical health needs, nurturing their learning, including out of school learning and preparation for independence. We have high expectations of our staff as committed members of a team to provide a safe and stimulating environment in high quality buildings.

Boarding schools must have due consideration to the **Boarding Schools National Minimum Standards (April 2015)** which sets down the national minimum standards (standards) to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools. Boarding schools should have 'have regard to' the standards and can demonstrate that it either complies with the guidance or has considered the guidance and has good reason for departing from it. Boarding schools NMS.

13 - Safeguarding in specific circumstances:

There are areas of safeguarding that the organisation has to have due regard to. [Annex A of Keeping Children Safe in Education \(September 2019\)](#) highlights specific forms of abuse and safeguarding issues which staff who work with children

and young people should read the following is a synopsis of the areas addressed but are not a fully replica of the guidance which can be accessed [here](#). The groups identified below are considered as having increased vulnerabilities

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

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

13.2.2 Children on roll who are not attending Where there are Children on roll but missing education through complex, refusal or medical need (including those cases open to education welfare service, health or SEN) remain the settings responsibility for safeguarding and procedures will be put in place to monitor their wellbeing.

Should a child/parent refuse or be non-attending due to a court process for poor attendance the provision needs to escalate and monitor welfare. Cases should be referred to *The Team around the School* who will consider support or escalation.

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

13.4 Child Sexual Exploitation (CSE) is child sexual abuse, whereby an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under 18 to engage in sexual activity (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

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

Child Sexual Exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

The current definition updated March 2017 states:

Child sexual exploitation 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. 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.

Further information on county lines can be found at <https://www.childrenssociety.org.uk/what-is-county-lines>

Somerset's CSE screening tool can be found at: <http://sscb.safeguardingsomerset.org.uk>

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

13.6 Child Criminal Exploitation (CCE) is geographically widespread form of harm that is often referred to as county lines, which involves drug networks or gangs that groom and exploit children and young people to carry drugs and money. A key indicator is that victims are often missing from home, care or education and trafficked for the purpose of transporting drugs alongside other circumstances which give cause for serious concern about the welfare of children.

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

13.8 Bullying: Sexey's School has a separate Anti-Bullying policy which is accessible on the school's website.

13.9 Domestic abuse, Domestic violence, Gender-based violence and violence against women and girls (VAWG), teenage relationship abuse: is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners irrespective of gender or sexuality. Exposure to domestic abuse or violence can have a serious, long lasting emotional and psychological impact on the development of children and young people. Further advice and guidance accessed via the [NSPCC](#), [Refuge](#) and [Safelives](#) spotlight on young people and domestic abuse. Further resources relating to violence against women and girls (VAWG) can be accessed [here](#)

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children, and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

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

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

13.11 Online Safety and Online Abuse: Annex C of Keeping Children Safe in Education (September 2019) addresses the use of technology which can be a significant component of many safeguarding issues including CSE, CCE, radicalisation, sexual predation etc., whereby technology provides the platform that facilitates harm. Schools and colleges must adopt a range of effective

safeguarding approaches that both safeguards and empowers children and young people to access support and remain safe online by reducing the risk of harm through the use of filters, monitoring and appropriate use policies for those accessing our IT system, whilst at the same time providing a safe environment in which children and young people can learn to keep themselves safe online.

Online Abuse This type of abuse happens on the web, through social networks, playing online games or using a mobile phone. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). It may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people. eLIM is part of Support Services for Education. Support Services for Education provides a wide range of services to schools and other educational providers promoting educational excellence for all the children and young people of Somerset and beyond. The school will access eLIM as needed for additional support.

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

13.13 Peer on Peer abuse: children and young people can abuse their peers which can take many forms, including but not limited to: bullying (including cyber bullying); sexual violence or harassment; physical abuse including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/hazing type violence or rituals. Sexey's School has a Sexual Violence and Sexual Harassment Policy which can be accessed on the website.

13.14 Sexual violence and sexual harassment between children in schools and colleges often referred to as Sexual Bullying: can occur between two children of **any** age and sex and occur through a group of children or young people sexually assaulting or harassing an individual or group of children. It can also involve **Upskirting** which involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence. Further guidance is available [here](#).

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

associated with terrorist groups. Further information can be access below in relation to.

[Extremism](#) [Radicalisation](#) [Prevent](#)

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

13.17 Special Education Needs and disabilities: We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

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

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

13.19 So-called 'honour-based' violence (including Female Genital Mutilation, Forced Marriage Breast Ironing) encompasses incidents or crimes which have been committed to protect or defend the honour of the family or

community. All forms of honour based violence (HBV) is abuse, regardless of the motivation and should be handled and escalated as such. There are specific mandatory reporting duties for teachers to report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18. 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 HBV, or already having suffered HBV.

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

13.20 Fabricated or Induced Illness by Carer (FII). FII is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

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

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

1. Fabrication of signs and symptoms,
2. Fabrication of past medical history.
3. Falsification of hospital charts, records, letters and documents, and specimens of bodily fluids.

Induction of illness by a variety of means.

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

13.21 Forced Marriage The UK Government describes this as taking someone, usually overseas, to force them to marry (whether or not the FM takes place), or marrying someone who lacks the mental capacity to consent to the marriage (whether they are pressured to or not). Breaching a Forced Marriage Protection Order is also a criminal offence.

When a disclosure or signs of FM are noted, staff should always alert the Headteacher immediately. We should never attempt to intervene directly as a school or through a third party. In such situations, the DSL will always call either Somerset Direct/Police and/or the Forced Marriage Unit on 020 7008 0151.

13.22 Faith Abuse Faith abuse is linked to a belief in witchcraft or possession by spirits and demons. In such instances, physical and/or psychological violence may be used in order to “get rid” of the possessing spirit.

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

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

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

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

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

13.24 Hate Crime A Hate Incident is any incident which the victim, or anyone else, thinks are based on someone’s prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. If you, or anyone you know, has been called names, been bullied or had anything happen to them that you think may be because of one of these factors, then you should report this as a hate incident. Not all hate incidents will amount to criminal offences, but those that do become hate crimes.

13.25 County Lines, Cross Borders, Gangs, Trafficking and Cuckooing.

These are police terms for urban gangs supplying drugs to suburban areas and market/or coastal towns using dedicated mobile or ‘deal lines’. Gangs use children and vulnerable people to move drugs and money. Often they take over the homes of vulnerable adults and children by force or coercion in a practice referred to cuckooing Getting involved in gang culture can have serious and potentially devastating consequences, with dealers/offenders/members not afraid to use violence. There are people themselves vulnerable and at risk of exploitation by gang members from outside the county. Any activity that seems to be suspicious, or involve drug dealing/crime/exploitation should be passed to the police on 101. Should young people thought to be involved the early help assessment is a useful tool. A request for involvement to CSC/police is needed if the child is at immediate risk of harm.

14. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding concern.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

14.1 If a child is suffering or likely to suffer harm, or in immediate danger

Anyone can make a referral to children’s social care and/or the police. If you are in school you should notify the DSL **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger and they will undertake the referral. The DSL is available onsite or via mobile as set out at the front of the policy. If the DSL is offsite you should seek the DDSL immediately.

Anyone can make a referral. This should be done by contacting Somerset Direct on 03001232224 or Childrens@somerset.gov.uk.

<https://www.gov.uk/report-child-abuse-to-local-council>.

If you decide to make a direct referral to Somerset Direct Tell the DSL as soon as possible.

14.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.

14.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any staff member who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow safeguarding procedures.

14.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

Most children grow up in loving families and supportive communities and become independent, resilient adults. Wherever possible we want this for all children and young people, so that they and their families can support themselves by engaging with and contributing to their local communities. In order to achieve this children, young people and their families should receive the right intervention as early as possible to tackle problems and prevent issues escalating. Sexey's School supports and engages fully

with the Early Help approach meaning they look at the whole family situation and what needs to happen to improve that situation whether that means working with adults, children or the whole family. Where it is appropriate, and a staff member believes support is needed external to the school at Level 3 a member of the Pastoral Team will complete and submit an Early help Assessment. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL or DDSL will make the referral. If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within one working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

14.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group

➤ See or hear something that may be terrorist-related

14.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the chair of governors.

The Headteacher/chair of governors will then follow the procedures as set out in the Whistleblowing Policy, available on the website.

14.7 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting).

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know how, where and when they can talk to staff. Including the use of the Independent Listener.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

14.8 Sexting

Staff members responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or children’s social care.
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed).
- What further information is required to decide on the best response.
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown).

- Whether immediate action should be taken to delete or remove images from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialing 101. This will be done by a member of the Safeguarding team.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing curriculum and assemblies. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

15. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

16. Emergency Contacts for Children

Sexey's School will request and ensure that they have at least two emergency contacts for each young person in the school, in case of emergencies and in case there are welfare concerns at their home. The school will endeavor to maintain at least two contact numbers for each child on roll.

17. Local Issues and Contextual Safeguarding

Safeguarding incidents can be associated with factors outside the school and between children outside of Sexey's School community. This is called contextual safeguarding. Our staff are aware of what contextual safeguarding is and will ensure all background detail is shared at the point of raising concerns with the DSL.

Contextual Safeguarding briefings are provided to staff verbally as well as through the termly safeguarding newsletter. We are in Somerset where there are many issues that could impact on the safeguarding of young people and we will endeavor to be aware of all local issues around Sexey's School and we will work with children to ensure they are safe. Where available we will attend ONE meetings, Team around the School (TAS) and DSL Group briefing to share knowledge and concerns.

18. Homestays (Exchange visits)

If young people are staying with parents from overseas as part of an exchange, the school follows the guidance that an enhanced DBS check needs to be carried out on the host family. If there are other people in the family aged 16 years or over, then the school will do an enhanced DBS check for those 16 and 17 year olds who live in the house. Where it is not possible to undertake a DBS check or the check does not come back clear the host family will not be able to provide accommodation for Sexey's students.

19. Safer Working Practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment Document Guidance for safer working practice for those working with children and young people in education settings (2019). The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

The school will ensure supervision at break times, trips and when providing intimate care are assessed and policies written where needed.

20. Site Safety including internet use

The Provision will make *reasonable* effort to provide a secure, healthy, hazard-free environment for everyone at and visiting our provision. Consequently, all staff will:

- Maintain suitable/reasonable physical boundaries and barriers such as fencing, gates and locks on doors.
- Directly supervise children at all times, ensuring they remain on the premises and are never permitted to enter hazardous or insecure sections or areas.
- Take all reasonable steps to monitor contractors, visitors and volunteers using the premises, requiring them to report to the provision office, take and read our Information and Guidance for Contractors and Visitors leaflets, sign in to confirm that they have received, read and understood this leaflet, and wear a visitor's badge/sticker.
- Alert contractors, visitors and volunteers to the settings Safeguarding expectations and protocols, as well as advising them of the name of the DSL and Deputy DSLs.
- Update the single central record of staff/volunteers /casual/governance that are in regulated activity with children.
- Fire Drills, First Aid and Lockdown. We will have clear processes and scrutiny with clear records.
- Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider. Governors and proprietors will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G and the provision will consider how this is managed on our premises.
- We will ensure that there is an on-line safety policy for our provision that will include the use of smart phone technology.

Our provision believes good safe security allows both staff and pupils to feel safe and confident in their surroundings and offers reassurance to parents and carers. We note that clearly defined risk management of the site allows staff to manage the school site by limiting trespass and by channelling visitors to the site through appropriate entrances.

To support site safety all staff and visitors are required to wear a lanyard and ID badge. The safeguarding team are clearly identified by their GREEN lanyards. Visitors sign in and out at reception where DBS and ID checks are carried out as appropriate. A visitor with a RED lanyard on or a Parent with a BLACK lanyard may not be on site unaccompanied. All visitors receive a safeguarding leaflet upon signing in. All Sixth form Students wear Purple Lanyards apart from Upper School Senior Prefects who are identified by a Gold Lanyard. Visitors who we have checked their DBS are permitted to access the site unaccompanied once they have signed in and are wearing a dark green visitor's lanyard.

21. Student mobile phones

Mobile phones should be 'not seen and not heard' during the school day, this includes social times. If a teacher wishes to use mobile phones as a learning resource, they will give consent for this in each specific lesson that they may be used. All students sign an acceptable user policy. Inappropriate use of a mobile phones onsite in a way that bully's, causes another student upset or harm is dealt with through the school's behaviour and rewards policy. Students may not take pictures of other students without first seeking and obtaining consent. Students may not take photos of staff without seeking and obtaining their permission.

22. Staff mobile phones and cameras

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

23. Safer Recruitment

We will ensure that there are appropriate staff and governance with safer recruitment training for interviews and that safer recruitment practices are followed always. We will maintain a **single central record** to ensure all statutory requirements. All references will be verified and recorded.

23.1 Interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of

24. Complaints and concerns about school safeguarding policies

24.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. See section 11.

24.2 Other complaints

All complaints are managed following the Schools Complaints Policy, available on the website.

25. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Sexey's School uses My Concerns as an electronic safeguarding concerns referral system this allows the DSL and DDSL to review concerns in a timely manner. Where a student has a paper Safeguarding File this is in the good practice format set out by SSP and held securely in a locked cabinet in a locked office. Access to these records is restricted to the Safeguarding Team and Administration Officer.

Once a month the DSL reviews Safeguarding files, both electronic and paper to ensure follow up actions have been undertaken and to review the actions and status of the case. Where a file has had no new concerns added to it for a period of more than six months the file is classified as 'inactive' and moved to the inactive drawer for storage.

26. Training

26.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

26.2 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

27. Monitoring arrangements

This policy will be reviewed **annually** by the Designated Safeguarding Lead and approved by the Governing Body.

28. Links with other policies

This policy links to the following policies and procedures:

- Student Safeguarding Policy
- Behaviour and Rewards
- Staff code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Curriculum

- Whistleblowing
- Anti-Bullying
- IT Acceptable User Policy
- Sexual Violence and Sexual Harassment

Appendix A - Abuse and neglect (definitions)

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

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Statutory guidance Safeguarding Children in whom Illness is Fabricated or Induced (2008) sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer **failing to:** provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Appendix B

Employees Safeguarding Induction

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

What is Safeguarding (Child Protection)

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

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

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

You have been issued with Part 1 of **Keeping Children Safe in Education (September 2019)** and you will have been asked to read the document. If you have any questions you should ask the DSL or DDSL meeting with you today.

What Safeguarding means for children or young people at Sexey's School

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

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

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

You should familiarise yourself with the following policies which are available on the website and in the staffroom.

1. Guidance on safer working practice for those working with children and young people in education settings (May 2019).
2. Staff Code of Conduct.
3. What to do if you're worried a child is being abused (DfE March 2015) advice for practitioners.
4. Sexey's School Safeguarding Policy.
5. Sexey's School Safeguarding Procedures.

You should also ensure you have read and follow:

6. Sexey's School Behaviour and Rewards.
7. Children Missing Education Procedures.

Voice and influence

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

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

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

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



Whistleblowing Advice Line

Support for professionals who are worried about children in the workplace

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

What is whistleblowing?

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

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

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

Contact the Whistleblowing Advice Line

Call **0800 028 0285**

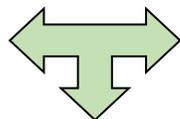
Email **help@nspcc.org.uk**

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

Action to be taken where there are concerns about the welfare of a child or young person or the conduct/actions of Staff or Visitors

General Information and Advice

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



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

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

Sexey's Safeguarding Policy & Handbook: Part One: Keeping Children Safe in Education (September 2019): What to do if you're worried a child is being abused (DfE March 2015) Advice for Practitioners: Working Together to Safeguard Children (2018)

These can be accessed on the website and the safeguarding handbook and in the staffroom.



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

Anyone can make a referral to Children's Social Care and/or the Police (but the Designated Safeguarding Lead (DSL) should be informed if a referral has been made).

Contact details: 0300123 2224 Office Hours 0300123 2327 : Emergency Duty Team (EDT) outside office hours, weekends or bank holidays or contact the **Police on 999**

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

How to report child welfare or child protection concerns at Sexeys School

Child Welfare

Discuss your concerns with your immediate line manager
Or
Discuss your concerns with the Designated or Deputy Safeguarding Lead (DSL)

You must act to safeguard



Immediate Concerns and/or immediate action is required



Safeguarding/Child Protection Concerns

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



Concerns relating to the conduct or actions of a staff member:

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

Appendix E - Early Help

"Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years, through to the teenage years". [Working together to Safeguard Children, March 2018](#).

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

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

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

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

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

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

Appendix F - Managing Allegations and Escalation

The statutory guidance 'Keeping Children Safe in Education (2019)' states that governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of designated safeguarding lead. All staff should be instructed that any allegation should be reported immediately to the designated senior manager. Written safeguarding procedures should reflect this guidance.

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

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

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

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

All allegations against staff are dealt with in accordance with 'Working Together 2015'. In addition, schools should have regard to the statutory guidance 'Keeping Children Safe in Education' (2019). Should the allegation be about the designated lead or senior lead, allegations should be passed to a higher level such as a chair of governors.

Escalation

When working with professionals from other agencies there will at times be differences of opinion with regards to how to respond to an identified concern about a child, young person or family. Disagreements can be a sign of developing thinking, and the value of exchanging ideas from different perspectives should not be under-estimated and is one of many benefits of partnership working.

Transparency, openness and a willingness to understand and respect individual and agency views are core aspects of a safe multi-agency / inter-agency working. Good preparation, open lines of communication and planning by professionals who take responsibility for decision-making will ensure differences of view are kept to minimum. However, disagreements may disadvantage the child or family involved if they are not resolved constructively and in a timely manner.

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

Appendix G - SSP referral routes Somerset Safeguarding Partnership

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

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

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

The SSP have developed a range of learning opportunities. These training opportunities and a wide variety of information, advice, tools and resources is located on the website:

<http://sscb.safeguardingsomerset.org.uk/>.

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

Report a child at risk - If you are worried about a child or young person who could be in danger, please contact

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

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

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

If you suspect child abuse:

- **Do** listen to the child.
- **Do** take what the child says seriously.
- **Do** act quickly.
- **Do** share your worries with Children's Social Care, the police or the NSPCC - they are there to help you.
- **Do** continue to offer support to the child.
- **Don't** delay.
- **Don't** probe or push the child for explanations.
- **Don't** assume that someone else knows and will help the child. You must act.
- **Don't** be afraid to voice your concerns, the child may need urgent protection and help.

Safeguarding is everybody's business.

Appendix H – Staff Declaration

I, _____<insert name>_____ have read and understood the contents of the following documents and understand my role and responsibilities as set out in these document(s).

- (1) The School Safeguarding Policy
- (2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance 2018
- (3) National Boarding Minimum Standards
- (4) Whistleblowing Policy
- (5) Safer Recruitment Document Guidance for safer working practice for those working with children and young people in education settings (2015)
- (6) Guidance on safer working practice for those working with children and young people in education setting (May 2019)
- (7) Safeguarding handbook
- (8) Behaviour and Rewards Policy
- (9) Children Missing Policy and Procedures

I am aware that the DSL is Helen Cullen and in the event of her being unavailable or offsite I will contact the Deputy Designated Safeguarding lead (Clare Wilson). I understand my professional duty to discuss any concerns that I may have with them about a student and/or a staff member.

I am aware that I have a professional duty to report any concerns I have using the online My Concerns system.

I know that it is my professional duty to attend training as directed by the DSL and to ask for further support, training and advice if I require it, should feel I need it.

Signed: Date:

Appendix I - Radicalisation

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

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

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

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

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

To report concerns, contact the Regional Police Prevent Team:

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

Appendix J - Dangerous Drugs

As part of the statutory duty on education providers to promote pupils' wellbeing, education have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that education staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service.
- Tackle problem behaviour in schools, with wider powers of search and confiscation.
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.
- Have a designated, senior member of staff with responsibility for the drug policy and all drug issues within the setting.
- Establish relationships with local children and young people's services, health services and voluntary sector organisations to ensure support is available to pupils affected by drug misuse (including parental drug or alcohol problems).

Sexey's School has a Drugs Policy that sits alongside the Behaviour and Rewards Policy and should be read in conjunction with this policy.

Appendix K - Attendance

Sexey's School has a separate Attendance Policy that sets out the school policy. Other policies that should be read in association with this are the Medical Needs Policy.

Long-term absence due to medical need

Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school will seek advice from the Medical Tuition service linked to the Local Partnership School, in addition to seeking medical advice. Where appropriate a multi-agency meeting will be called to discuss the young person's education and an appropriate support plan, and where appropriate the school will consult with health and social care, professionals, pupils and parents to ensure the needs of children with medical conditions are properly understood and effectively supported.

Further guidance on this can be found within the Medical Needs Policy.

Appendix L - Restraint

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Additional guidance is provided for staff through the link below and within the school's Physical Restraint Policy.

Appendix M - Changing for PE

As a school we take into consideration that:

- getting changed can make some children feel vulnerable.
- getting changed can cause anxiety for some children.
- staff can feel unsure about PE changing supervision and how to ensure that both children and adults are safe.

We ensure PE staff are around the changing rooms and provide appropriate supervision in a discreet way during changing time. We make adequate and sensitive arrangements for changing which consider the needs of pupils with disabilities and children from different religions, beliefs and cultural backgrounds or gender identity.

Appendix N - Intimate Care

There are times when intimate care is needed, we will consider the needs of a pupil attending our provision and provide a separate policy in line with SSCB and Department of Education guidance.

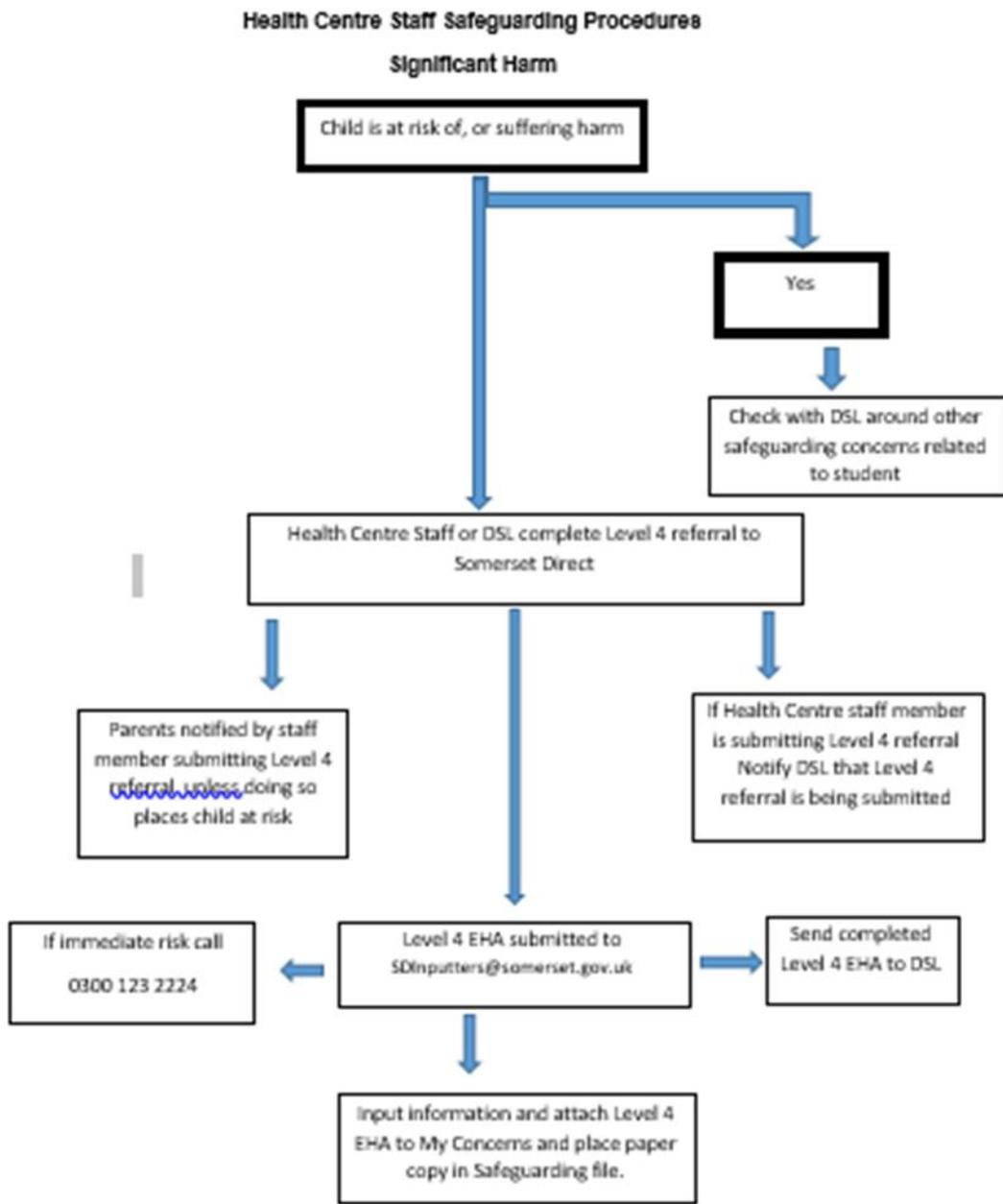
Appendix O - Professional Conduct and Safety

Our staff, volunteers and visitors will be provided with clear guidance on professional behaviour and standards in the setting code of conduct.

Use of personal phones, smart technology, private email address etc. should not be used to communicate with parents or children about setting issues, it is advised social networks are protected and used professionally.

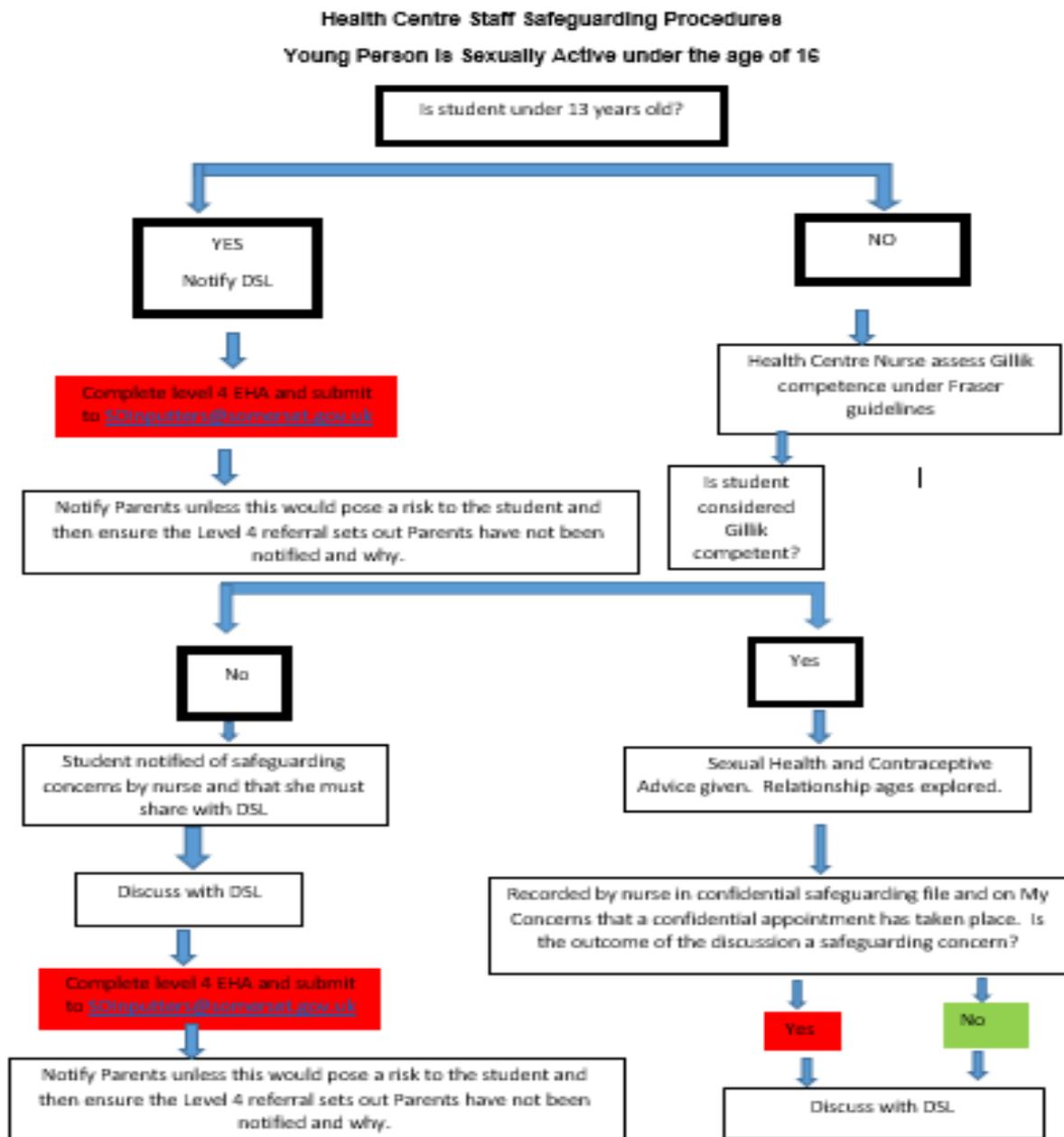
Appendix P

Health Centre Staff Safeguarding Procedures – Significant Harm



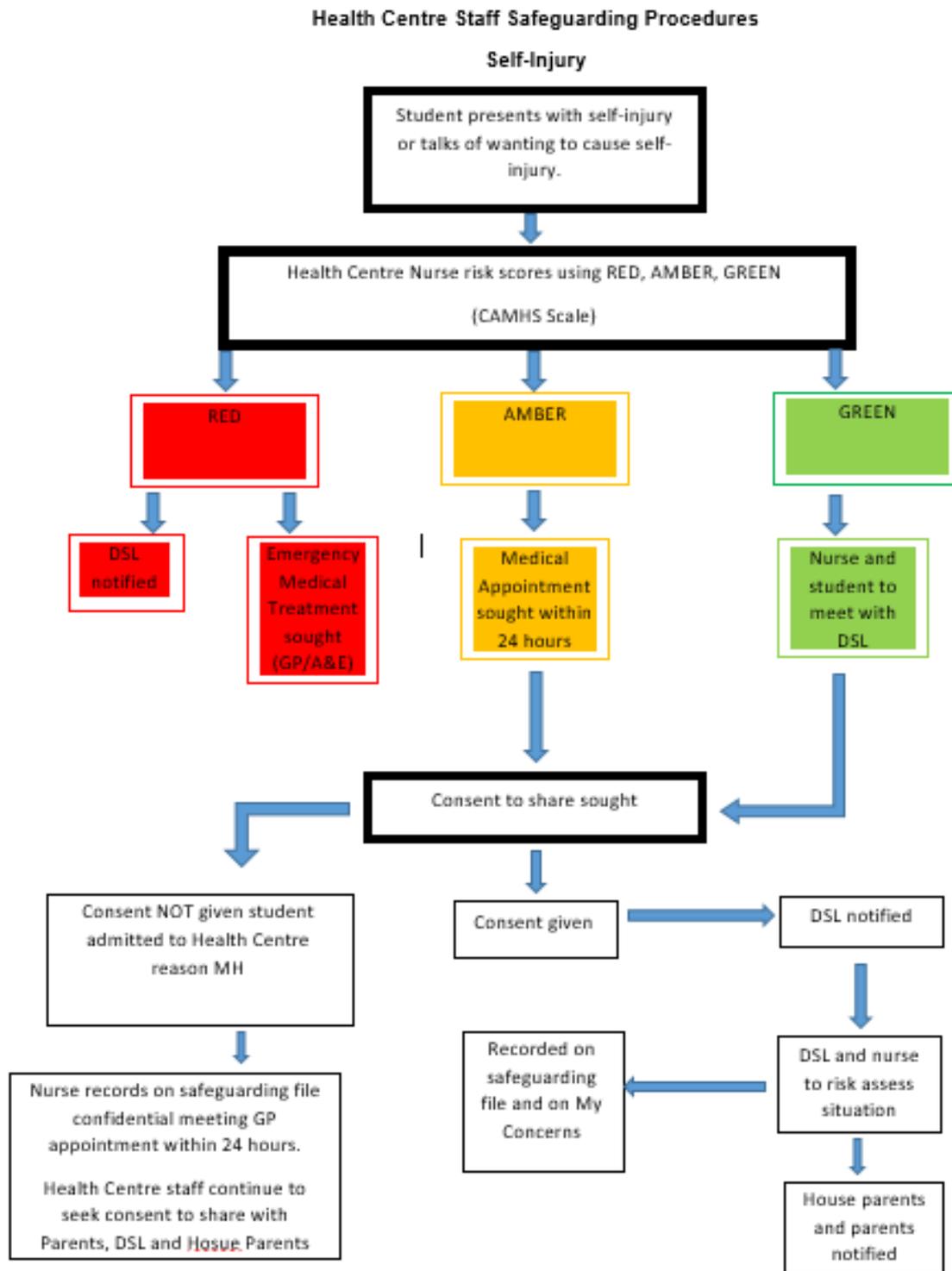
NB. These procedures are aligned to the NHS Somerset Clinical Commissioning Group Safeguarding Policy (March 2019)

Appendix Q
Health Centre Staff Safeguarding Procedures – Sexually Active Young People



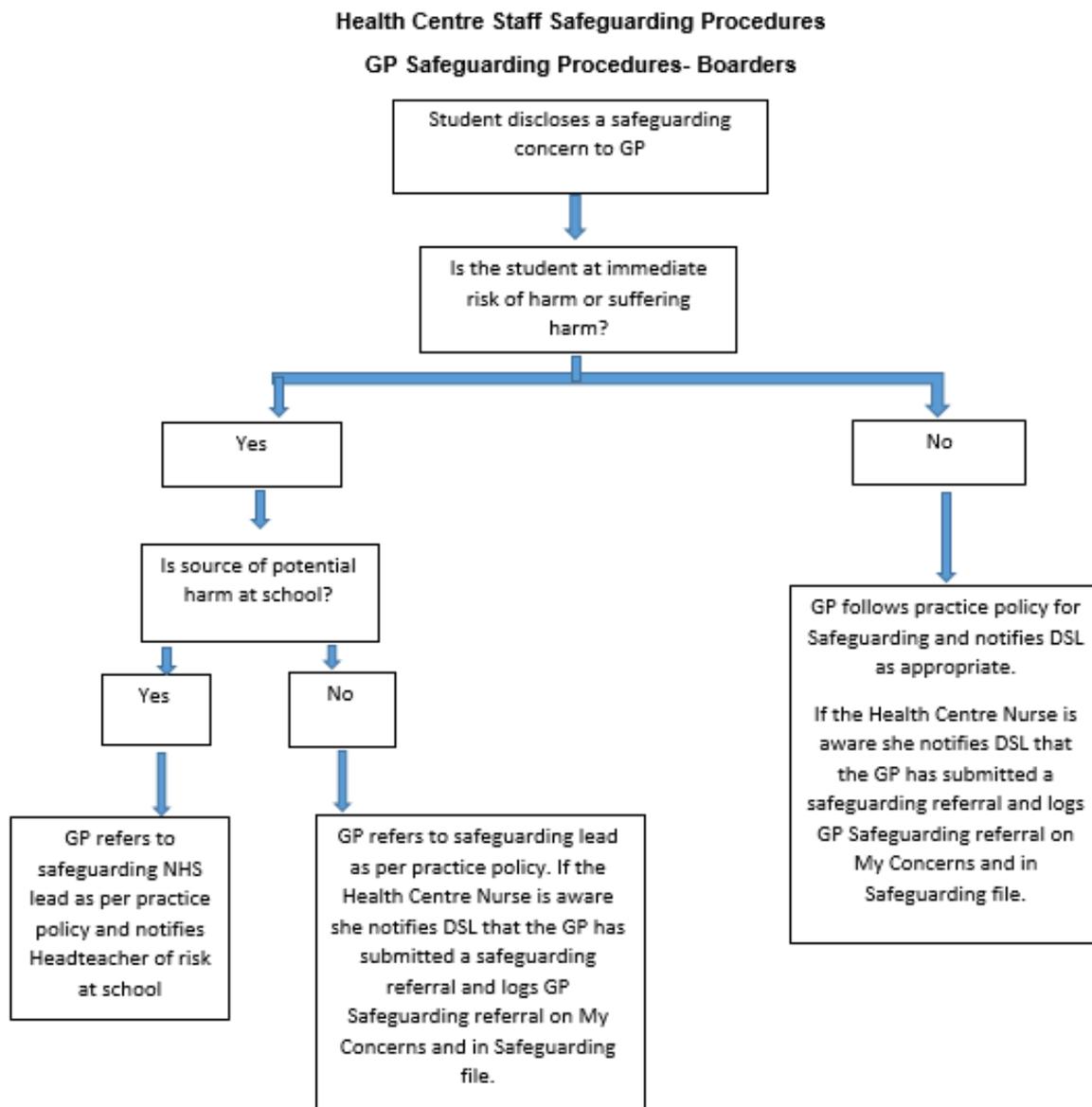
NB. These procedures are aligned to the NHS Somerset Clinical Commissioning Group Safeguarding Policy (March 2019)

Appendix R
Health Centre Staff Safeguarding Procedures – Self Injury



NB. These procedures are aligned to the NHS Somerset Clinical Commissioning Group Safeguarding Policy (March 2019)

Appendix S Health Centre Staff Safeguarding Procedures – GP Safeguarding Procedures



NB. These procedures are aligned to the NHS Somerset Clinical Commissioning Group Safeguarding Policy (March 2019)

Annex T

COVID-19 changes to our Child Protection Policy

27 March 2020

Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies.

The current school position and local advice

The school and boarding provision remain open and we have a DSL onsite at all times. We are following Somerset Local Authority and Department of Education COVID-19 advice and this is reviewed daily by the Headteacher and DSL and changes made in our procedures as required.

Reporting arrangements

The school arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead is: **Helen Cullen (07955856587)**
HCullen@sexeyes.somerset.sch.uk

The Deputy DSL is: **Clare Wilson (CWilson@sexeyes.somerset.sch.uk)**

The school's approach ensures the DSL or a deputy is always on site while the school is open. In the unusual circumstance this is not possible the DSL or Deputy DSL will be contactable and the Headteacher or a member of the Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure. As set out in the Safeguarding Handbook.

Identifying vulnerability

We have undertaken a scoping exercise to identify the most vulnerable children.

We have put in place specific arrangements in respect of the following groups:

- Looked After Children – Phil Clackson to make contact weekly with Carers, student to be contacted weekly by member of the Pastoral Support Team
- Previously Looked After Children – Student to be contacted weekly by member of the Pastoral Support Team.
- Children subject to a child protection plan – Weekly planned liaison in addition to as needed by Deputy DSL with Social worker, weekly contact with Parent and student by member of Pastoral Support Team.
- Children who have, or have previously had, a social worker – Weekly planned liaison in addition to as needed by Deputy DSL with Social worker, weekly contact with Parent/Carer and student by member of Pastoral Support Team. There is an expectation that children with a social worker **must** attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
- Children with an EHCP – Weekly contact from member of the SEND TA team with student to offer support with remote learning. Named key worker in place.
- Children on the edge of social care involvement or pending allocation of a social worker – Student to be contacted weekly by member of the Pastoral Support Team. Where required these children will be offered a place at school (or another school by arrangement).
- Pupil Premium Student – weekly contact by Pupil Premium Co-ordinator
- Free School Meals – Vouchers provided
- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required and if at home will access weekly contact via email or phone by member of the Pastoral Support Team.

Where appropriate has an individual plan of the support in place which has been shared with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Looked After and previously Looked After Children.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children of key workers who may attend school – weekly email to see what their plans are around attendance for the week ahead, remote learning, in school support when they attend.
- Children at home – remote working, weekly email and contact from HOY as needed.

All Plans will be reviewed at the end of the initial 2-week period and then monthly thereafter.

Holiday arrangements

Sexey's School is continuing to provide places for Boarders whose Parents are Key Workers or who are "trapped" due to closure of borders between countries over the Easter break

Attendance

The school is following the [attendance guidance issued by government](#). Parents are asked weekly to identify their requirements for the following week. Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent (Skype, FaceTime, through a relative etc) but if necessary arrange a home visit by the school or another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the school to ensure children and young people are safe.

The school will also follow the attendance procedure if contact proves impossible with children at home.

Staff will be aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, [poverty](#), and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both [children](#) and their [parents and carers](#), informing the DSL about any concerns. Staff will log all concerns on My Concerns and this will be triaged daily by the DSL and DDSL.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the [signs of peer-on-peer abuse](#), including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners.

We also address the issue of peer-on-peer abuse in our remote learning curriculum. Students are encouraged to report this to their Head of Year who will liaise with Assistant Head Pastoral and DSL.

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of [cyberbullying](#) and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure [appropriate filters and monitors are in place](#)
- Our governing body will [review arrangements](#) to ensure they remain appropriate

- The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium.
- Students and Parents have been issued with the latest e-safety advice.
- Staff have been provided with advice on keeping themselves safe from allegations.
- the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Staff have read the [20 safeguarding considerations for livestreaming](#) prior to delivering any livestreamed sessions
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#).
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:
 - [Internet matters](#) - for support for parents and carers to keep their children safe online
 - [Net-aware](#) - for support for parents and careers from the NSPCC
 - [Parent info](#) - for support for parents and carers to keep their children safe online
 - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
 - [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged.

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk.

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a [written risk assessment](#) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with [DBS guidance](#).
- When undertaking ID checks on documents for the DBS it is reasonable to [initially check these documents online](#) through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by Sandra Lewis of who is working in the school each day.

New children at the school

Where children join our school from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely **before** the child begins at our school and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by Governors on 30th March 2020 and is available on the school website.