

West Pennard C of E Primary School

**Safeguarding
(child Protection)
Policy**

September 2020

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Review date: September 2021 (or when statutory changes are needed)

West Pennard CE VC School Safeguarding Policy 2020

Our school vision...

'Since God so loved us, so we must love one another'

(1 John 4 v11)

Valuing our Christian foundation, we care for each other and our world.

We develop resilience, confidence and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.

Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.

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Introduction

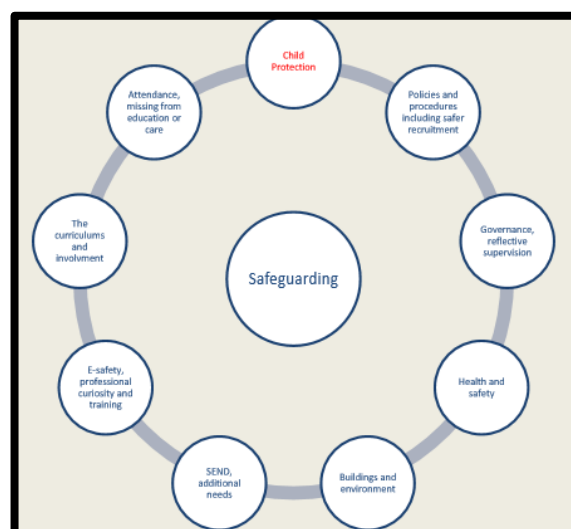
At West Pennard CE Primary, we are committed to providing an environment that nurtures and transforms the lives of children and young people attending West Pennard CE Primary and take seriously our responsibilities to safeguard and promote their welfare. In addition, we undertake our responsibilities 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 the West Pennard CE Primary Safeguarding (Child Protection) Policy and Procedures, statutory guidance and Somerset Safeguarding Partnership policies and procedures.

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.

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 mental and physical 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.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. In order to fulfil this responsibility effectively we ensure our approach is child centered, considering always, what is in the **best interests** of the child or young person.



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 in Somerset, 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. All practitioners will adopt an Early Help/Think Family 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.

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
- 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.

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)

Statutory responsibilities

All action taken by West Pennard CE Primary 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 2020) 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
- 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

The role of the Designated Safeguarding Lead (DSL)

Keeping Children Safe in Education (September 2020) 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. They help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff. They make sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them. They Support teaching staff to identify the challenges that children in this group might face, and the additional

academic support and adjustments that they could make to best support them

DSLs follow [NPCC guidance](#) on when to call the police and what to expect if you do

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. At West Pennard CE Primary there are two DDSLs.

Details of West Pennard CE Primary key safeguarding personnel can be found at Appendix D

Both the DSL and DDSL must complete single agency and multi-agency training to undertake the role which is provided by the Local Authority Education Safeguarding Service and Somerset Safeguarding Partnership. In addition, they will access DSL briefings, attend annual refresher training and remain up to date in relation to early help, safeguarding and child protection. More information about the roles and responsibilities of the DSL and DDSL can be found [here](#)

What all staff should know

All schools are required to issue Part One of Keeping Children Safe in Education (September 2020) - in full - to their staff and ensure that they have read and understood its contents.

Part One can be accessed [here](#)

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence)

Staff Induction

As part of the induction process for new employees they will attend an induction briefing or if they commence part way through the year receive a one to one induction meeting with either the DSL 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 see [Appendix A: Staff Induction Record](#)

Action to be taken if there are concerns in relation to safeguarding practices West Pennard CE Primary

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 B: NSPCC Whistleblowing advice and information**. Which is also available on the safeguarding notice board in the staff room. In addition, the West Pennard CE Primary whistleblowing policy is available via the website https://www.westpennardschool.co.uk/images/policies_19/jan_20/Whistleblowing_policy_Jan_2020.pdf

The West Pennard CE Primary concerns flowchart provides 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 is at **Appendix C: Concerns Flowchart**

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, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.

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 solely perpetrated by adult males. Woman can also commit acts of sexual abuse, as can other children.

Safeguarding in specific circumstances:

In addition to the above there are other areas of safeguarding that the organisation has to have due regard to. **Annex A of Keeping Children Safe in Education (September 2020)** 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](#)

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 detaining the dispute resolution service.

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.

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.

Child Sexual Exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual activity. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator. It can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence. Victims can be exploited even when activity appears to be consensual. It can happen online as well as in person

Child Criminal Exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity. The imbalance can be due to age, as

well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator. It can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence. Victims can be exploited even when activity appears to be consensual. It can happen online as well as in person.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

It can be a 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.

Child and Adolescent Mental Health: Schools have an important role to play in supporting the mental health and wellbeing of their pupils. Governing boards should ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems

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

Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one. Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy. Further advice is available from [mental health and behaviour](#) and [promoting children's emotional health and wellbeing](#)

Bullying West Pennard CE Primary has a separate Anti-Bullying policy which is accessible at https://www.westpennardschool.co.uk/images/March19/Anti-bullying_policy_Feb_2019.pdf. Further guidance is available from [preventing and tackling bullying](#)

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 or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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 and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

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

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. See **Annex A** of Keeping Children Safe in Education (September 2020)

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](#)

Online Safety: Annex C of Keeping Children Safe in Education (September 2020) 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.

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. Sexual violence and sexual harassment between children in schools and colleges: 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](#)

Preventing extremism: children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different

methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from

Guidance on Channel is available at: [Channel guidance](#).

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. West Pennard CE Primary has a responsibility to

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.

Special Education Needs and disabilities: 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, our 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.

Social Workers

Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances. These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health. The LA will inform the school if a child has a social worker, and the DSL will hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

There's further information in the [findings](#) from the Children in Need review, including the steps the government is taking to support this.

GDPR and Data Protection

The school can refuse to share information if a serious harm test is met. A [data protection toolkit](#) is available to assess the safe sharing of information

The Governing Body (including Trusts or Directors)

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 2020)* –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 (in line with SCSB guidance) 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 senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is 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

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.

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.

Additional guidance and publications

FGM: Mandatory reporting procedural information can be accessed [here](#)

FGM Fact sheet can be access [here](#)

Forced Marriages: Multi- agency guidelines(2014) pages 35 and 26 pertain to schools can be accessed [here](#) along with statutory guidance (2014) which can be access [here](#)

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 2020) 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. It applies to anyone working in the school who has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children. Part 4 of the Keeping Children Safe in Education (September 2020) which can be accessed [here](#)

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

- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children
- 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

The West Pennard CE Primary Management of Allegations policy and procedure is available on the website <https://www.westpennardschool.co.uk/> Phone Somerset Direct on **0300 123 2224** for a referral.

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. If a member of staff should have concerns or allegations about supply staff they should be referred to the headteacher.

In some cases an allegation may have to be considered against someone not directly employed by the school, where the usual disciplinary procedures don't fully apply, like supply staff provided by an agency. Allegations of this nature are dealt with properly, and the school will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with your LADO to determine a suitable outcome. When using an agency, the school should inform them of the process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about the school's policies. Governing boards should discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation

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

[Procedures for managing allegations against staff](#) details what to do when an allegation is made.

Staff Code of Conduct; In addition to the Safeguarding and Child Protection policy, we have a staff Code of Conduct that outlines an acceptable level of staff behaviour. During their induction training, new staff will be given and have read: • Staff Code of Conduct (inc. use of social media, and the Position of Trust Offence) • The school's Safeguarding and Child Protection policy • Keeping Children Safe in Education (2020) (Part One and Annex A) • Behaviour Policy • Procedures for children missing education.

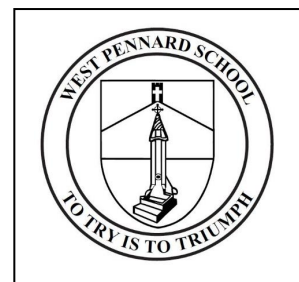
The Governing Body (including Trusts or Directors)

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 2020)* –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 (in line with SCSB guidance) 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 senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is 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



**Employees
Safeguarding Induction**

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

Agenda:

Welcome to West Pennard CE Primary

Outline of the induction meeting

- **West Pennard CE Primary Vision and Ethos**
- **What is Safeguarding (Child Protection)**
- **What safeguarding means for children or young people at West Pennard CE Primary**
- **Voice and influence**
- **Action to be taken if you have a concern**

West Pennard CE Primary Vision and Ethos

'Since God so loved us, so we must love one another'

(1 John 4 v11)

Valuing our Christian foundation, we care for each other and our world.

We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.

Our motto, 'To Try is to Triumph' and Christian Values are central to all that we do.

Christian Values: truthfulness, compassion, friendship, thankfulness, respect and forgiveness

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 West Pennard CE Primary 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 2020)** and you will have been asked to read the document ahead of today's induction. Have you had an opportunity to do so? Do you have any questions?

What Safeguarding means for children or young people at West Pennard CE Primary

At West Pennard CE Primary 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 Safeguarding Notice Board (Staff Room) and on the School Website:

1. **Guidance on safer working practice for those working with children and young people in education settings (May 2019)** West Pennard CE Primary has adopted this as our staff code of conduct which is available in the staff room on the safeguarding notice board
2. **What to do if you're worried a child is being abused (DfE March 2015)** advice for practitioners
3. **West Pennard CE Primary Safeguarding (Child Protection) Policy and Procedures** can be accessed in the staff room and on the school website.
4. West Pennard CE Primary **Behaviour policy** and
5. **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 West Pennard CE Primary

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.

Updated September 2020



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

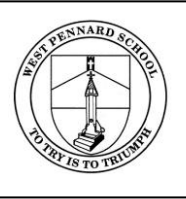
Call **0800 028 0285**

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](#):

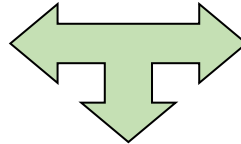
Action to be taken where there are concerns about the welfare of a child or young person or the conduct/actions of Staff or Visitors

Appendix C



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:

West Pennard CE Primary Safeguarding (Child Protection) Policy & Procedures: 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 West Pennard CE Primary website and the safeguarding notice board in the staff room



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:** Children's Social Care Office Hours 0300 1232224 : Emergency Duty Team (EDT) outside office hours, weekends or bank holidays **0300 1232224** or contact the **Police on 999**

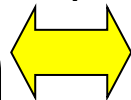
If you have a concern relating to dangerous or illegal activity or any wrongdoing within the organisation and you do not feel you can raise a concern directly you can contact the **NSPCC** Whistleblowing helpline 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday Or email help@nspcc.org.uk

How to report child welfare or child protection concerns at West Pennard CE Primary

Child Welfare

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

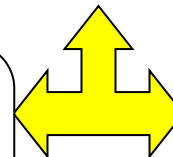
You must act to safeguard



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 D

Early Years Provision.

Working Together 2018 states -

- Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

Keeping Children Safe in Education 2020 states –

- The Early Years Foundation Stage Framework (EYFS) is mandatory for all early years providers. It applies to all schools that provide early years provision including maintained nursery schools.

The Early Years Foundation Stage states –

- Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers other than childminders are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing.
- Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting.

Early Years Providers must be compliant with the Safeguarding and Welfare Requirements

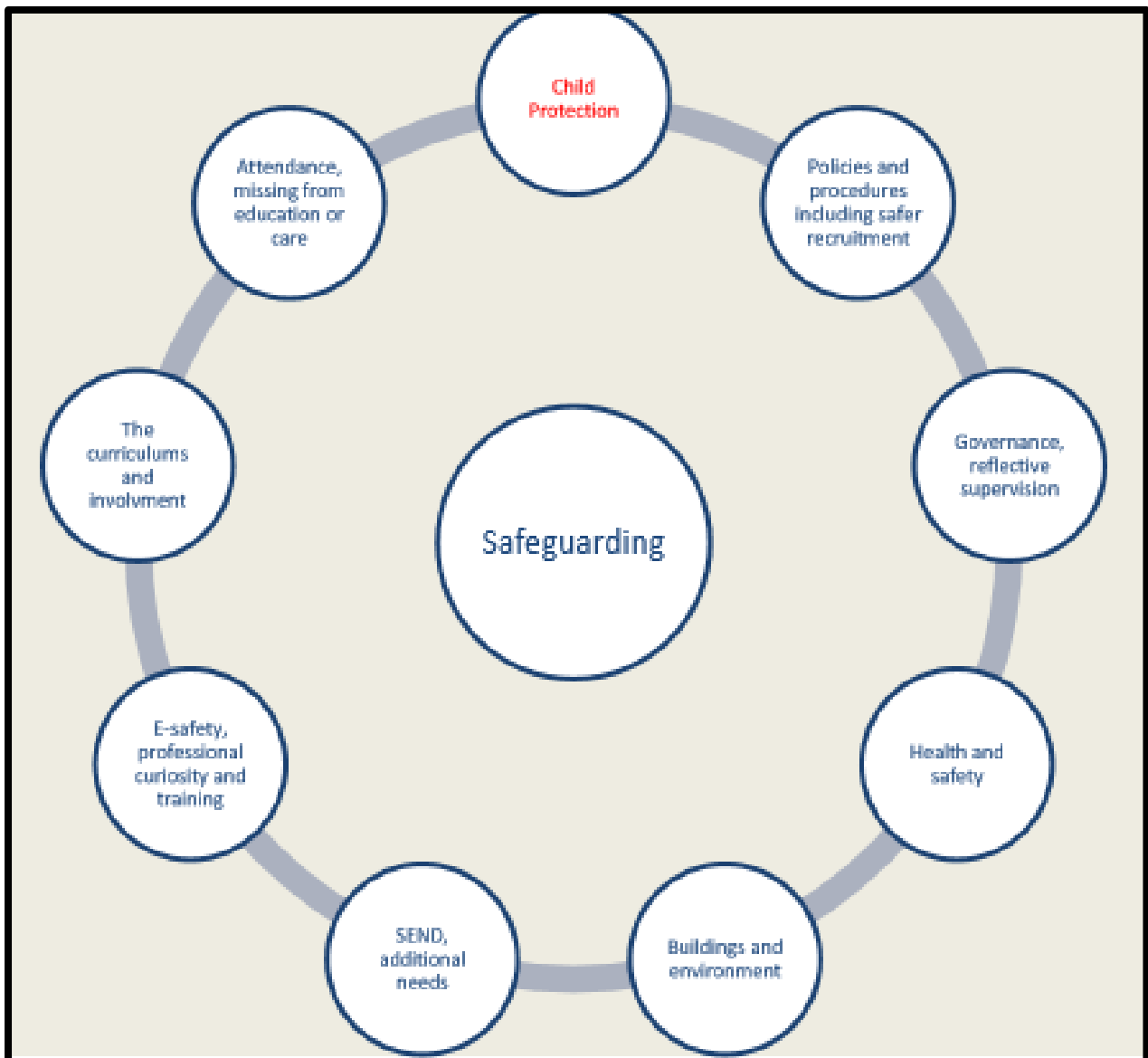
Below is the link to the EYFS

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

- As an appendix to this policy, we ensure that we are compliant with all the Safeguarding and Welfare Requirements of the Early Years Foundation Stage 2017 by adopting the following:
- We have a mobile phone and camera policy in place within the provision that details the procedure for use of these devices. This covers the use of Mobile Phones and Cameras in the setting and on visits and includes the

settings procedures with regards to mobile phones and cameras for all staff, volunteers and visitors.

Appendix E



Details of the Designated Safeguarding Lead and Deputy/Deputies (please delete as appropriate)

Key Safeguarding staff

Name	Designation	Contact details
Tony Wheat	Headteacher	twheat@educ.somerset.gov.uk
Sylvia Smith	Chair of Governors	SJSmith1@educ.somerset.gov.uk
Sylvia Smith	Nominated Safeguarding Governor	SJSmith1@educ.somerset.gov.uk
Tony Wheat	DSL	twheat@educ.somerset.gov.uk
Lorraine Clarke	DDSL	LClarke3@educ.somerset.gov.uk
Lorraine Clarke	SENDSCO	LClarke3@educ.somerset.gov.uk