



SELWOOD ACADEMY
ANGLICAN/METHODIST FOUNDATION SCHOOL

Safeguarding and Child Protection Policy

“If safeguarding children is everybody’s responsibility, then everybody should know how, and who, to contact if they are concerned about a child or young person.”

Lord Laming, *The Protection of Children in England: A Progress Report* (DCSF, March 2009), p. 25.

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Safeguarding and Child Protection: Key Information

Role	Person responsible
Somerset LA Designated Officer	Anthony Goble (LADO)
Somerset LA Children Missing in Education Liaison Officer	Samantha Baker (CMELO)
Somerset LA Education Attendance Officer	Sara Holmes (EAO)
CCFS Child Protection Officer (CPO)	Lorna Steward
CCFS Designated Safeguarding Lead (DSL)	Lorna Steward

CCFS Prevent Lead	Lorna Steward
CCFS Lead for Child Sexual Exploitation Concerns	Lorna Steward
CCFS Nominated Children Looked After Teacher	Lorna Steward
CCFS Deputy Child Protection Officer	Jamie Prouse Andy Ellett
CCFS Nominated Child Protection Governor	Kyrstie Kirkwood
CCFS Nominated Children Looked After Governor	Kyrstie Kirkwood

Making a Safeguarding or Child Protection referral

If you are worried about the well-being or safety of a child, you must speak to someone immediately about your concerns or suspicions. Do not delay; a child's safety is at stake.

If there is an IMMEDIATE RISK and/or if it is OUT OF SCHOOL HOURS, please call:

- Police on 999
- Somerset Children's Social Care Emergency Duty Team on 0300 123 2224
- NSPCC on 0808 800 5000 (free 24/7 helpline).

If there is NOT an immediate risk and/or it is during school hours (8am–4pm, term time), please contact **Lorna Steward** Designated Safeguarding Lead (DSL) and Child Protection Officer (CPO) or **Jamie Prouse or Andy Ellett** at school on **01373 462798**.

Reporting concerns about Female Genital Mutilation (FGM)

FGM is illegal. The law says you MUST tell the Police where disclosure or signs of FGM are noted, or where you know or suspect FGM has been – or will be – perpetrated. When you phone the Police, ask for a crime reference number.

If there is an IMMEDIATE RISK, call the Police on 999 (emergency number).

If there is NOT an immediate risk, call the Police on 101 (non-emergency number).

Please note: if the girl is a pupil at Selwood Academy you should also inform **Lorna Steward, Jamie Prouse or Andy Ellett** at school on **01373 462798**. They will then call the Health and Social Care Information Centre (HSCIC) on 0300 303567.

Reporting "Prevent" concerns about extremism and radicalisation

Any and all concerns about children becoming radicalised or being drawn into extremism – including being exposed to racist ideology which promotes or condones prejudice, hatred and violence – should be reported immediately to **Lorna Steward, Jamie Prouse or Andy Ellett** at school on **01373 462798**. They will then follow the *Process map for reporting a "Prevent" concern*. (See Appendix C.)

If there is an IMMEDIATE RISK to a child's safety and/or of a criminal act being committed, call the Police on 999 (emergency number).

If there is NOT an immediate risk, call the Police on 101 (non-emergency number) or contact one of the **Regional Police Prevent and Channel Leads**:

- DI Mandy Pilling ... 07585 307109
- DI Sam Norman ... 07881 268432

Information can be passed anonymously via the **Anti-terrorist Hotline: 0800 789321**.

Reporting concerns about a child missing in education

If you know or suspect that a child who should be in school has run away from – or been abducted from – school/home or is being prevented from attending school, whether on an ongoing or occasional basis, you must report it. Do not delay; a child's safety is at stake.

If a child has RUN AWAY FROM HOME/SCHOOL or BEEN ABDUCTED or there is any other IMMEDIATE RISK, please call:

- Police on 999
- Somerset Children's Social Care Emergency Duty Team on 0300 123 2224
- NSPCC on 0808 800 5000 (free 24/7 helpline).

If there is NOT an immediate risk and/or it is during school hours (8am–4pm, term time), please contact **Andy Ellett** at school on **01373 462798**. He will then call Sara Holmes (Education Attendance Officer) on 01823 348266.

Responding to an immediate threat to children in the wider school community

If you have are concerns about an immediate threat to children in the wider school community or children in the local geographical area, follow the **Safeguarding Alert Protocol** (Appendix H).

If there is an IMMEDIATE RISK, call the Police on 999 (emergency number).

If there is NOT an immediate risk, call the Police on 101 (non-emergency number).

You should also inform at school on **01373 462798**.

Managing allegations, disclosures or concerns

The procedure for managing allegations of abuse by school staff / volunteers is outlined in section 15 of this policy. Any allegation must be immediately reported to Lorna Steward, Jamie Prouse or Andy Ellett at school on **01373 462798**. The Local Authority Designated Officer (LADO) (**Anthony Goble**) can be contacted via Somerset Direct on **0300 1232224**.

Safeguarding and Child Protection: Key Definitions

What is Safeguarding?

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means:

- protecting children from maltreatment and abuse
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

What is Child Protection?

"Child Protection" refers to actions taken by individuals and organisations in order to protect specific children who have suffered, are suffering, or are likely to suffer, significant harm.

What is Early Help?

Early Help means taking prompt and effective action to support a child, young person or their family as soon as a problem emerges – rather than waiting for things to get worse. Early Help requires that agencies should work together to ensure the child and their family are supported by the right services, from the right people at the right time.

Early Help can be provided in the most complex of circumstances as well as the simplest. Early Help is vital whenever a child is at immediate risk of harm (or has other significant or complex needs).

Safeguarding and Child Protection Policy

(This policy is based on the Somerset HR Advisory Support Services for Education model policy dated August 2016.)

1. Introduction

This policy relates to all school employees or staff working within our school and has been developed in accordance with, and with regard to, Somerset Local Safeguarding Children Board procedures and advice. Selwood Academy is committed to Safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

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

We will seek to do the following:

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

- Share information about concerns with agencies who need to know, and involving parents and children appropriately.

2. **Legislation and guidance**

The Headteacher and Governing Body take seriously their duties to safeguard and promote the well-being of children and to work together with other agencies to ensure adequate arrangements are put in place to identify, assess, refer and support those children who are, or are at risk of, suffering harm. All action is taken in line with the following legislation/guidance:

Regional bodies

- South West Child Protection Procedures (SWCPP), www.swcpp.org.uk
- Somerset Local Safeguarding Children Board (LSCB)

NSPCC

- *Guidance on child protection records retention and storage (England and Wales)* (NSPCC, 2007)

UK Government publications

- *Keeping Children Safe in Education* (DfE, September 2016)
- *Female Genital Mutilation Risk and Safeguarding Guidance for professionals* (DH, May 2016)
- *Revised Prevent duty guidance for England and Wales* (HM Government, July 2015)
- *Safeguarding children and safer recruitment in education* (DCSF, 2010)
- *The Prevent duty: Departmental advice for schools and childcare providers* (DfE, June 2015)
- *Statutory framework for the Early Years Foundation Stage* (DfE, March 2014)
- *What to do if you're worried a child is being abused* (DfE, March 2015)
- *Working together to safeguard children* (DfE, March 2015)

Acts of Parliament

- Childcare Act 2006
- Childcare (Disqualification) Regulations 2009
- Children Act 1989
- Children Act 2004
- Counter-Terrorism and Security Act 2015 (Section 26: "Prevent" duty)
- Education Act 2002 (Section 175)
- Female Genital Mutilation Act 2003

3. **School aims**

Selwood Academy will:

Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.

Ensure that pupils know that there are adults in the Academy who they can approach if they are worried or are in difficulty.

Include in the curriculum, activities and opportunities for PAsHE/Citizenship, which equip pupils with the skills they need to stay safe from abuse. ('and which will help them develop realistic attitudes towards the responsibilities of adult life')

Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

The school fully recognises that all staff (eg the Senior Leadership Team, teachers, temporary and peripatetic staff, non-teaching staff, volunteers and other staff on site) as well as governors, have a full and active part to play in protecting children from harm.

The NSPCC recommends that, in order to maintain a safe school culture, all adults working with children are advised to do the following:

- 1. Maintain an attitude of "it could happen here".**
- 2. Never think that enough has been done in terms of Safeguarding.**
- 3. Keep Safeguarding high on everyone's agenda.**
- 4. Never rely on one process to keep children safe.**

We recognise that, because of our day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. When concerned about the welfare of a child, staff members should always act in the interests of the child.

This policy and associated procedures should be understood by all staff, governors and volunteers working in the school, and implemented when an individual child or young person is deemed or known to be in need of protection. Their use is not subject to discretion.

4. Early Help Assessment

Early Help requires that agencies should work together to ensure children receive the right support from the right people at the right time to address risks and prevent issues escalating. Early Help means taking prompt and effective action to support a child, young person or their family as soon as a problem emerges – rather than waiting for things to get worse.

Early Help can be provided in the most complex of circumstances as well as the simplest. Early Help is vital whenever a child is at immediate risk of harm (or has other significant or complex needs).

The Early Help Assessment is based on the CAF (Common Assessment Framework) and is used to support a child or family when additional needs first emerge.

All staff should be aware of the Early Help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalating

concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

5. Vulnerable children who may require Early Help

Staff and volunteers working within the school should also be alert to the potential need for Early Help for children who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in antisocial or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, or domestic violence .
- Children who are showing early signs of abuse and/or neglect.

Staff should be aware of the indicators of maltreatment and specific Safeguarding issues so that they are able to identify cases of children who may be in need of help or protection. (See section 6, below.)

6. Maltreatment and abuse

Due to their regular Safeguarding training, all school staff should be alert to the possible signs of abuse of a child or young person. Forms of abuse are:

6.1 Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

6.2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well

as overprotection 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, though it may occur alone.

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

6.3 Sexual abuse

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 (eg 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 abuse (including via the Internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

6.4 Neglect

Neglect 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. 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); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

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

6.5 Domestic abuse

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.

Always think through whether the case in question fits more appropriately within a "Child in Need" framework than within a Child Protection framework. (For example, mucky children may simply come from mucky families; clearly the family needs to do something about the child's cleanliness and appearance, and may need some support in this, but it might *not* be the case that the child or young person is being abused and in need of protection.)

6.6 Children Missing in Education (CME)

A child or young person who goes missing just once faces the same immediate risks as faced by a child or young person who regularly goes missing. However, the children who go missing when they are young (and/or more frequently) are more likely to face longer-term problems. Likewise, some children are at greater risk of being CME following certain life or family events. (See Appendix F for details.)

CME applies to:

- Children whose whereabouts are known but they do not have any educational provision in place.
- Children whose whereabouts are unknown and, therefore, so is their educational provision.

The CME referral process is outlined in the CME school process chart in Appendix G of this policy. For more information, refer to the school Children Missing in Education Policy. In summary:

- i. **When children abscond from, or on route to/from, school**, unexpectedly going missing from their registered school or education provider, parents/carers must be informed immediately and the Police involved where appropriate. **Sara Holmes** (Education Attendance Officer) must be informed on **01823 348266**.
- ii. **When children go missing from home**, parents/carers and/or the school must inform the Police (**999** for emergency; **101** for non-emergency) and/or Somerset Direct (**0300 1232224**). This should be considered as a school attendance matter as well as a potential CME. **Sara Holmes** (EAO) must be informed on **01823 348266**.
- iii. **When children (who are NOT on holiday and/or whose reason for absence is unknown) miss 20 continuous sessions** (ie 10 consecutive school days), the absence is recorded as unauthorised and the case referred to **Sara Holmes** (EAO) on **01823 348266**.
- iv. **When children are supposed to start at a new school but never attend**, the sending and/or receiving school should contact their respective EAO, eg Selwood Academy will contact **Sara Holmes** (EAO) on **01823 348266**.

The CME referral process does NOT replace Safeguarding procedures for the reporting of Child Protection concerns, which must be observed at all times.

6.7 Child Sexual Exploitation (CSE)

There will be other circumstances which give cause for serious concern about the welfare of children; such as Child Sexual Exploitation (CSE).

The sexual 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 (eg food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

CSE 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.

A screening tool can be found at: <http://sscb.safeguardingsomerset.org.uk>

6.8 Honour-Based Violence (HBV)

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community,

including Female Genital Mutilation (section 6.9, below), Forced Marriage (section 6.10, below) and practices such as breast ironing (section 6.11, below).

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. 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.

6.9 Female Genital Mutilation (FGM)

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation). It is also sometimes referred to as female genital cutting or female circumcision. The practice is illegal in the UK. (See Appendix E for more information.)

FGM is not an issue that can be decided on by personal preference – it is an illegal, extremely harmful practice, and a form of child abuse and violence against women and girls. Professionals in health, social care and teaching have **a statutory duty to report all cases of FGM to the Police** where disclosure or signs of FGM are noted, or where a person knows or suspects FGM has been – or will be – perpetrated. When someone reports FGM to the Police, they should ask for a crime reference number.

If there is an IMMEDIATE RISK, call the Police on 999 (emergency number).

If there is NOT an immediate risk, call the Police on 101 (non-emergency number).

Please note: if the girl is a pupil at Selwood Academy Lorna Steward, Jamie Prouse or Andy Ellett should also be informed. They will then call the Health and Social Care Information Centre (HSCIC) on 0300 303567.

6.10 Forced Marriage (FM)

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're pressured to or not). Breaching a Forced Marriage Protection Order is also a criminal offence. (See Appendix E for more information.)

When a disclosure or signs of FM are noted, staff should always alert the DSL 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 **HSCIC on 0300 303567** or the **Forced Marriage Unit on 020 7008 0151**.

6.11 Breast Ironing

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. (See Appendix E for more information.)

When a disclosure or signs of breast ironing 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 **HSCIC on 0300 303567**.

6.12 Extremism and radicalisation

The UK Government defines extremism as: "*The 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*" and/or "*calls for the death of members of our armed forces, whether in this country or overseas.*"

Radicalisation is defined by the UK Government within this context as: "*The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.*"

At Selwood Academy we take the "Prevent" duty seriously and recognise that Safeguarding against extremism and radicalisation is no different from Safeguarding against any other vulnerability; it is about protecting children and young people from being groomed and exploited by others, and it is about protecting them from attitudes and behaviours shaped by hatred, violence and criminality.

As an Anglican/Methodist school, our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs, which should not be used to influence others.

We recognise that children with low aspirations are sometimes more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance, as well as setting high standards and expectations for themselves.

We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach children to respect and value the diversity around them, as well as understanding how to make safe, well-considered decisions.

If anyone has a professional concern about a young person they work with or know, then they should phone 999 or 112 and/or bring this to the immediate attention of the Prevent Lead in school. (See page 2 of this policy for guidance.)

6.13 Peer-on-peer abuse

Education settings are an important part of the inter-agency framework, not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (eg age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

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

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service may be used to help professionals assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at:

www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

6.14 Sexting

Guidance on responding to and managing sexting incidents can be found at:

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

6.15 Cyberbullying and online abuse

At Selwood Academy, the benefits and opportunities which new technologies offer to teaching and learning are recognized. We encourage the use of technology in order to enhance skills and promote achievement. Mobile phones, laptops, iPads, and other online type products are integrated into all our lives. However, there are those that seek to use these for their own or others' gratification. Online safety issues include:

- Bullying – including online bullying and prejudice-based trolling, radicalisation and/or extremist behaviour.
- Grooming – including child sexual exploitation and trafficking.
- Impact of new technologies on sexual behaviour, eg sexting and revenge pornography.

Guidance on responding to and managing sexting incidents can be found at:

<http://swgfl.org.uk/news/News/E-Safety/Making-Sense-of-the-New-Online-Safety-Standards>

We ensure appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. We also teach children and adults how to keep themselves safe online. To find out more, please read our school's e-Safety Policy and Acceptable Use of ICT Policy.

Any concerns about Safeguarding or Child Protection issues arising from the improper use of technology, should be brought to the immediate attention of the DSL.

7. Staff and governor recruitment, induction and training

The DSL has been trained in LSCB policy and procedures. The DSL is responsible for ensuring that new staff and governors receive appropriate up-to-date induction training. Likewise, existing staff and governors should receive annual refresher training so they are fully aware of legal responsibilities, professional standards and the school's current Child Protection and Safeguarding policies and practices.

All staff and governors should understand their responsibilities in being alert to signs of abuse; be familiar with the school's procedures for managing allegations, disclosures or concerns; and understand their responsibility for referring any Child Protection or Safeguarding concerns to the school's DSL.

In addition, all staff and governors are made aware of Home Office "Prevent" duties with regard to protecting children and young people from the lure of extremism and radicalisation, which may lead them towards violence and criminality.

As a result, all staff and governors will have an understanding of the correct procedure for referring concerns, or reporting allegations against staff, in line with *Keeping Children Safe in Education* (DfE, May 2016) and the Local Authority Managing Allegations procedures.

All staff and governors will read and sign a record that they have read Part One of *Keeping Children Safe in Education* and are aware of revisions and updates to this guidance.

As a minimum, the DSL and Deputies will undertake refresher training every two years on specific issues. They will also receive WRAP (Workshop to Raise Awareness of Prevent) training so that they can lead Prevent awareness training and are able to provide advice and support to staff on protecting children from the risk of radicalisation.

Regular attendance at the locally based Child Protection Forum also contributes to maintaining up-to-date knowledge.

Where appropriate, individual staff and governors will have received additional training in order to effectively carry out their role, for example in Safer Recruitment.

The nominated governor and the Governing Body will have access to Child Protection awareness training to enable them to understand their responsibilities and perform their functions.

All staff should understand that an allegation of abuse or neglect may lead to a criminal investigation, so it is imperative that nothing is done that may jeopardise

a Police investigation, such as asking a child leading questions or attempting to investigate allegations (see school procedures).

All staff are responsible for behaving professionally in their relationships with children; maintaining appropriate boundaries whilst providing the support and supervision required (Somerset Safeguarding Code of Practice and the school's Code of Conduct).

The school will implement Safer Recruitment practices, including checking the suitability of all staff and volunteers who work with children (see Selwood Academy's Safer Recruitment and Selection Policy; records of training undertaken).

The school will ensure that parents are aware of the school's responsibilities with regard to Safeguarding and protecting children, and will keep them informed and involved in supporting their children, in accordance with Child Protection procedures. All welfare policies and related documents are available to parents via the school prospectus and can be accessed through the school website.

Issues of confidentiality should be clearly understood by all staff. Local Authority procedures and guidance for sharing information and record-keeping must be adhered to in line with the Information Sharing Protocol, Record-Keeping Guidance, School Log and Confidentiality Policy.

The school will work in partnership with other relevant professionals and agencies by sharing information with them, including attendance at Child Protection conferences, core groups and preparation of reports for conferences.

In the event of professional disagreements, the school will seek to resolve such issues by following the SWCPP Escalation Policy (see SWCPP website).

Training records are kept up to date: recording the date, focus and level of training received by individuals.

8. Roles and responsibilities

- **Lorna Steward** is the Child Protection Officer (CPO), the Designated Safeguarding Lead (DSL), the Prevent Lead, the Lead for Child Sexual Exploitation Concerns and the Nominated Children Looked After Teacher.
- **Jamie Prouse and Andy Ellett** are the Deputy Child Protection Officers
- **Kyrstie Kirkwood** (Governor) is the Nominated Child Protection Governor
- **Kyrstie Kirkwood** (Governor) is the Nominated Children Looked After Governor.

The Child Protection Officer is to take lead responsibility for dealing with Child Protection issues, including providing advice and support, and liaising with the LA and other agencies. In the absence of the CPO, responsibility will be delegated to the Deputy Child Protection Officer.

Governors share a collective responsibility for ensuring that all statutory Child Protection duties, as detailed in *Safeguarding children and safer recruitment in education* (2010) and *Keeping Children Safe in Education* (May 2016), are fulfilled.

The Governing Body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to Safeguarding children and Child Protection.

The Governing Body must ensure all policies and procedures relevant to Child Protection are in place and fulfilled in accordance with LSCB policy and LA guidance.

The Governing Body must review the Safeguarding Policy annually.

The Nominated Child Protection Governor is to take the lead in Safeguarding matters on behalf of the Governing Body and is responsible, alongside the Headteacher, for carrying out the Annual Report to the Governing Body on Safeguarding Children, which is submitted to the Full Governing Body for approval before being sent to: LSCB Team, B3W, County Hall, Taunton TA1 4DY.

9. **Confidentiality**

We recognise that all matters relating to Child Protection are confidential. However, all staff must be aware that:

- we must not promise to keep secrets which might compromise a child's safety or well-being, or that of another child;
- we have a professional responsibility to share information with other agencies in order to safeguard and protect children, in accordance with LSCB information sharing protocols;
- the designated person will disclose personal Child Protection information about a child to other members of staff only on a need-to-know basis;
- we must respect children and families' rights to privacy and ensure that their personal matters are dealt with and communicated professionally and with due regard to human rights and data protection legislation.

Personal information will only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interests of the child or young person; for example, where the safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

10. **Records and monitoring**

Well-kept records are *essential* to good Child Protection practice. Any concerns should be noted. The status of such records and when these records should be passed over

to other agencies should be clear to staff involved. We will:

- keep clear, detailed written records of concerns about children;
- ensure all copies of Child Protection records, referrals and multi-agency work are kept in a file in a locked cabinet in the DSL's office;
- ensure Child Protection records are kept separate from, and do not form part of, a pupil's educational records;
- ensure records are passed on to the receiving institution if a child transfers.

Written notes/records of any Child Protection issues regarding individual children will be kept securely and separately electronically. Where necessary we ensure that Child Protection information has been passed on to Somerset Direct appropriately. Any member of staff receiving a disclosure of abuse, or noticing possible signs of abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. Staff should ask open questions using the Help Sheet regarding Child Protection & Pupil Disclosure and never promise confidentiality. All records must be dated and signed, and discussed with the DSL immediately. Where staff have observed injuries to a child, these should be recorded on a body map outline on the CHILD WELFARE and CHILD PROTECTION CONCERN SHEET, with some indication given about the size of the injury. Staff should not take photographs of injuries.

All hand-written records will be retained, even if they are subsequently typed up in a more formal report. Written records of concerns about children which do not meet the threshold for significant harm must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral, consideration should be given to the appropriateness of completing the Early Help Assessment and making a referral for a Team Around the Child (TAC) meeting.

A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes. These records will be monitored by the DSL on a weekly basis.

Where a child moves school, Child Protection documentation will be passed immediately and confidentially to the receiving school, separate from general records. The DSL will also telephone the Headteacher or DSL at the receiving school to raise awareness of Child Protection concerns, and ensure that records are being transferred securely.

The school will refer to the NSPCC document entitled *Guidance on child protection records retention and storage*.

11. **Child Protection conferences**

If a child or young person becomes the subject in a Child Protection conference, school staff may be asked to share information about the child or young person and his/her family. Usually, this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting.

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

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

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a Child Protection Plan.

12. **Reporting “Prevent” concerns about extremism and radicalisation**

Any and all concerns about children becoming radicalised or being drawn into extremism – including being exposed to racist ideology which promotes or condones prejudice, hate and violence – should be reported immediately to the Prevent Lead **Lorna Steward** or, if unavailable, to the Deputy Child Protection Officers (**Jamie Prouse** or **Andy Ellett**), who will then follow the *Process map for reporting a “Prevent” concern*. (See Appendix C.)

If there is an IMMEDIATE RISK to a child’s safety and/or of a criminal act being committed, call the Police on 999 (emergency number).

If there is NOT an immediate risk, call the Police on 101 (non-emergency number) or contact one of the **Regional Police Prevent and Channel Leads**:

- **DI Mandy Pilling ... 07585 307109**
- **DI Sam Norman ... 07881 268432**

Information can be passed anonymously to authorities using the Anti-terrorist Hotline: 0800 789321.

13. **Making a Safeguarding or Child Protection referral**

If anyone has any concerns about the well-being or safety of a particular child, they should not hesitate to contact staff at Selwood Academy in order to discuss their concerns further.

If there is an immediate risk and/or if it is out of school hours, please call:

- **Somerset Children’s Social Care Emergency Duty Team on 0300 123 2224**
- **Police on 999 or 112**
- **NSPCC on 0808 800 5000.**

*If there is NOT an immediate risk and/or if it is NOT out of school hours, please report it immediately to the DSL (**Lorna Steward**) or, if unavailable, to the Deputy Child Protection Officers (**Jamie Prouse** or **Andy Ellett**).*

Written notes must be made as soon as possible after the concern has been noted by the member of staff. The referral will be shared with the parent/carer and, where appropriate, with the child/young person, unless to do so may place the child at increased risk of significant harm; in which case advice should be sought from Somerset Children's Social Care. (Telephone referral to Somerset Children's Social Care will be confirmed in writing within a maximum of 48 hours; ideally 24 hours.)

Essential information will include the pupil's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer. If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan, in which case schools must contact the allocated Social Worker. The relevant Social Worker will advise the school when, and by whom, parents will be informed.

Referrals for Alleged Perpetrators of Sexual Abuse – where a child is being investigated by the Police for allegedly committing sexual offences and the Police have said they will make a referral to Somerset Children's Social Care, the school will still telephone Somerset Children's Social Care without delay to raise awareness of the concerns relating to the alleged perpetrator.

14. Managing allegations, disclosures or concerns

Allegations by a child or young person about a staff member or volunteer must not go unrecorded or unreported. In all instances the DSL (**Lorna Steward**) or Deputy Child Protection Officers (**Jamie Prouse or Andy Ellett**) must be informed *and* the LADO for Allegations Management and Somerset County Council HR contact notified. They can be contacted via Somerset Direct on 0300 1232224.

If the allegation concerns the Headteacher/DSL, the member of staff/volunteer making the allegation must either contact the Chair of Governors or the LADO directly.

If contacted with regard to an allegation against the Headteacher, the Chair of Governors will follow the LA *Guidance for Chairs of Governors Dealing with Child Protection Allegations against the Headteacher* and will contact the LADO (**Anthony Goble**) via Somerset Direct on 0300 1232224.

If a disclosure about an adult colleague is received, it is important to reassure the child that what she/he says will be taken very seriously and everything possible done to help. If you are in the room when a child or young person begins to disclose concerns to another person, you should stay unobtrusively in the background. You may be able to support/witness what has been said if required.

The school recognises that it is an agent of referral and not of investigation.

The school is legally obliged to make a referral to the Disclosure and Barring Service if at the end of the allegation process a member of staff or volunteer is removed from

their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children.

15. Supporting staff

We recognise that children will disclose abuse at any time and to anyone they feel comfortable telling. Staff who receive or deal with allegations or disclosures of child abuse and those who become involved in supporting a child who has suffered harm may find the situation stressful and upsetting, and should be supported.

We will support staff by providing opportunities to talk through their anxieties or concerns with the designated person or other appropriate member of staff. Further support will be offered or signposted as necessary.

We recognise that the designated person should have access to advice, support, guidance, training and time to enable her/him to fulfil the role effectively.

The school is committed to following the LA's Safeguarding Code of Practice to reduce the risk of staff being falsely accused of improper or unprofessional conduct (see also the school's Code of Conduct).

Child Protection awareness training for all staff working with children will be made available and will be refreshed every three years (as a minimum).

Temporary and supply staff will be made aware of basic information in respect of our Child Protection procedures, including the name of the DSL and Deputies.

16. Whistleblowing

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

All staff should be aware of their duty to raise concerns about the attitude, actions or behaviour of colleagues where these may be breaching the Safeguarding Code of Practice and consequently placing children at risk of harm.

The Whistleblowing Policy is available to all staff on the Safeguarding noticeboard in the staff room.

17. Safeguarding in the Early Years Foundation Stage (EYFS)

The Safeguarding and welfare requirements are given legal force by the Early Years Foundation Stage (Welfare Requirements) Regulations 2012, made under Section 39(1)(b) of the Childcare Act 2006.

The same rigorous and effective Safeguarding children policy and procedures are implemented across the EYFS. Records, policies and procedures conform to the guidance provided in the *Statutory framework for the Early Years Foundation Stage* document (DfE, March 2014).

The EYFS leader, in liaison with the Headteacher, will inform Ofsted, without delay, of any allegations of serious harm or abuse by any person living, working or looking after

children in the EYFS (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Failure to comply with this requirement is an offence.

The Child Protection agency (eg the local children's services or the Police) identified by the LSCB will also be notified without delay. All concerns must be kept confidential. It is essential that all members of staff understand the procedures to be followed in the event of an allegation being made against a member of staff.

18. Monitoring and review

The Governing Body has responsibility for monitoring the school's compliance with this policy and associated procedures, and reviewing them annually. If weakness is identified in school procedures, the policy will be reviewed and revised immediately.

APPENDIX A:

Help Sheet regarding Child Protection & Pupil Disclosure.

The member of staff must receive, reassure, respond and record, finally report to the DSL (Designated Safeguarding Lead), using the pupil concern sheet.

- Receive
- Reassure
- Respond
- Record

Receive

- Listen, do not look shocked or disbelieving
- Don't be judgemental
- Take what they are saying seriously and believe them
- Don't make the child or young person feel bad, for example by saying things like "You should have told me earlier"

Reassure

- Stay calm, tell them that they have done the right thing in telling you
- Acknowledge how hard it must have been to tell you
- Tell them that they are not to blame
- Empathise – but don't tell them how they should be feeling
- Don't promise confidentiality – explain that only those that need to know will be told
- Be honest about what you can and can't do

Respond

- Don't interrogate – let them tell you as far as possible
- Don't ask probing questions – it's not your job to find out "who, where, when?", etc. - you need to know enough to know you have a concern
- Don't criticise or judge the abuser – the child or young person may have feelings for him or her; remember abuse often happens by someone known and trusted by the child or young person
- If possible try to follow things through yourself so they don't need to repeat their story to other staff
- Explain what will happen next – e.g. telling Designated Safeguarding Lead who may want to speak to the child/young person further
- If it is safe, the non-abusing parent or carer might also be informed (but always take great care where there is domestic abuse)
- Children's Social Care and the police may also be informed
- Refer your concern to the Designated Safeguarding Lead

Record

- Record the date and time and any information given to you; always use the words said to you; never interpret what was said and put it in your own words (this information could be used as evidence)
- Make a note of any injuries you have seen or been shown; this is very important as bruises, cuts, marks, etc. tend to heal and this could be used as evidence
- Record what you did next and with whom you shared the information
- Sign and date everything that you record

And then

- get support for yourself. It can be distressing dealing with disclosure

Lorna Steward DSL (Jamie Prouse deputy DSL or Andy Ellett deputy DSL) or to the Headteacher, Jean Hopegood.

Appendix D is a flow chart that will help staff in their deliberations as to whether to make a referral or not.

School staff **MUST NOT**:

- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than their line manager, the Headteacher, DSL, Deputy DSL and Somerset Direct.

Children's Social Care and the Police are the only agencies that can investigate allegations of abuse.

CHECKING WHETHER CONCERNS MEET CHILD PROTECTION THRESHOLDS

Occasionally, there may be some professional disagreement as to whether Child Protection concerns meet thresholds etc. To resolve professional disagreements in work relating to the safety of children, see the Escalation Policy document on the LSCB website: <https://slp.somerset.org.uk/sites/somersetlscb/LSCB%20Documents/Escalation%20Policy.pdf>

APPENDIX B: PROMPT SHEET FOR CHILD PROTECTION REFERRALS

Somerset Direct may ask you to complete the **EHA**. This prompt sheet will help you bring together all necessary information before picking up the phone. Before making a referral through the locally agreed procedures, the following information should be available:

Child's details

- Name, including any middle names and, if the child is known by more than one name, list all names known.
- Date of birth.
- Address and telephone number.
- Health issues that may be relevant.
- Any known disabilities that may affect communication.

Family details

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

School/provision history

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

Child Protection history

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

Informing the parent

In most cases it is agreed that it is better to tell the parent that you intend to refer to Children's Social Care or the Police but think it through. If you think telling may put the child or young person at more risk, take advice first. If in doubt, ring Somerset Direct (0300 123 2224) and discuss with the Duty Social Worker.

Making the referral

Once there is all the necessary information available, a Child Protection referral can be made with confidence, following the South West Child Protection Procedures (www.swcpp.org.uk).

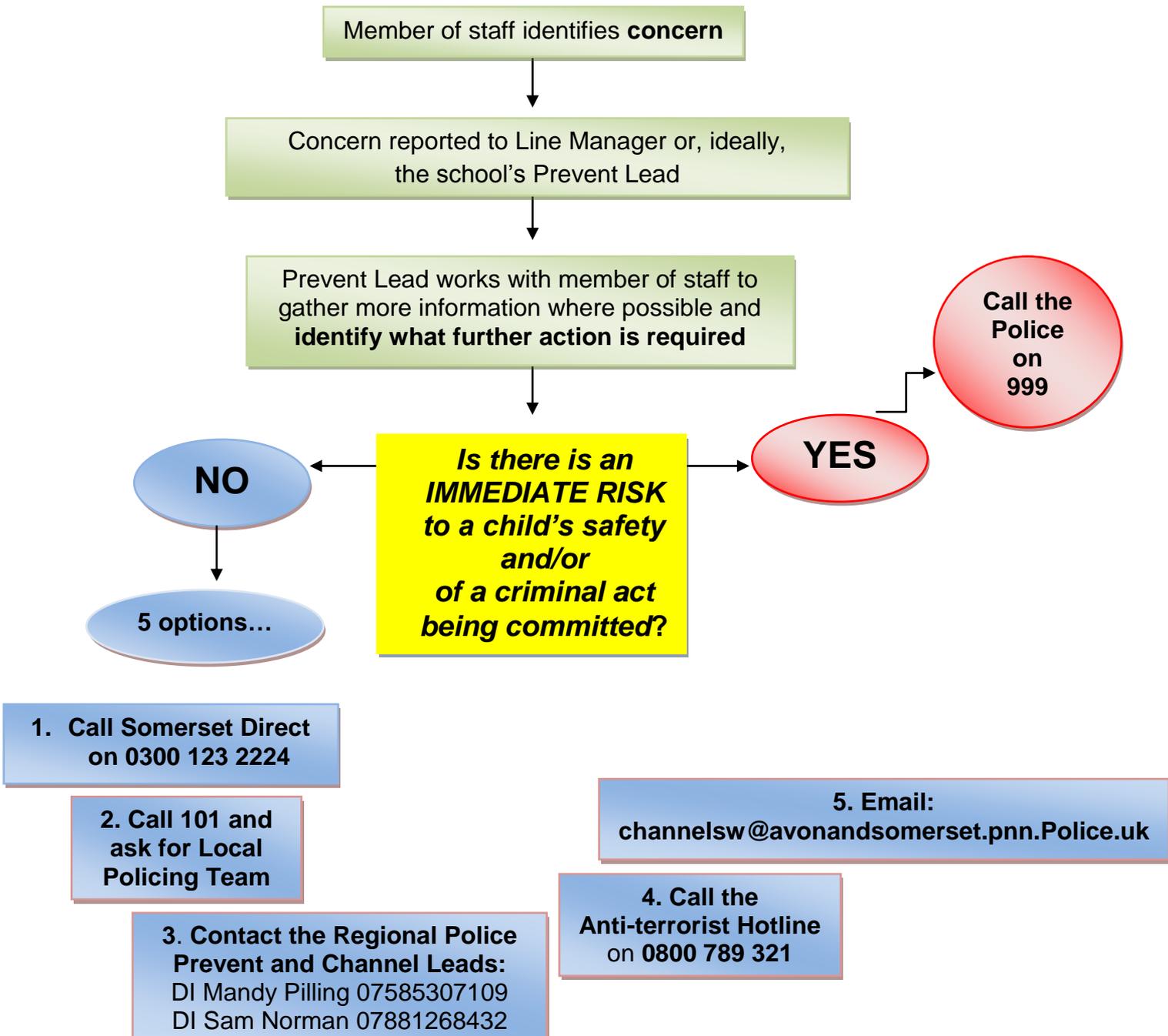
Record keeping

Record all your actions and responses from other agencies.

APPENDIX C: PROCESS MAP FOR REPORTING A "PREVENT" CONCERN

Prevent and Channel

It is important for you as a member of school staff to know where to go if you have a concern that someone may be on the route to radicalisation. Below is a flow chart which aims to show the process which you can follow.



Further information-gathering with your institution and other key agencies that the individual is involved with. Are there shared concerns between partners?
Is there a vulnerability to radicalisation?

YES

NO

Police will organise a Multi-Agency Channel meeting which will be made up of key partners. The meeting will be chaired by your Local Authority.

If it is deemed there is low risk – further action within normal support. Key agency progresses with further monitoring.

It is important to remember that consent is gained from the individual to be part of Channel support and intervention.

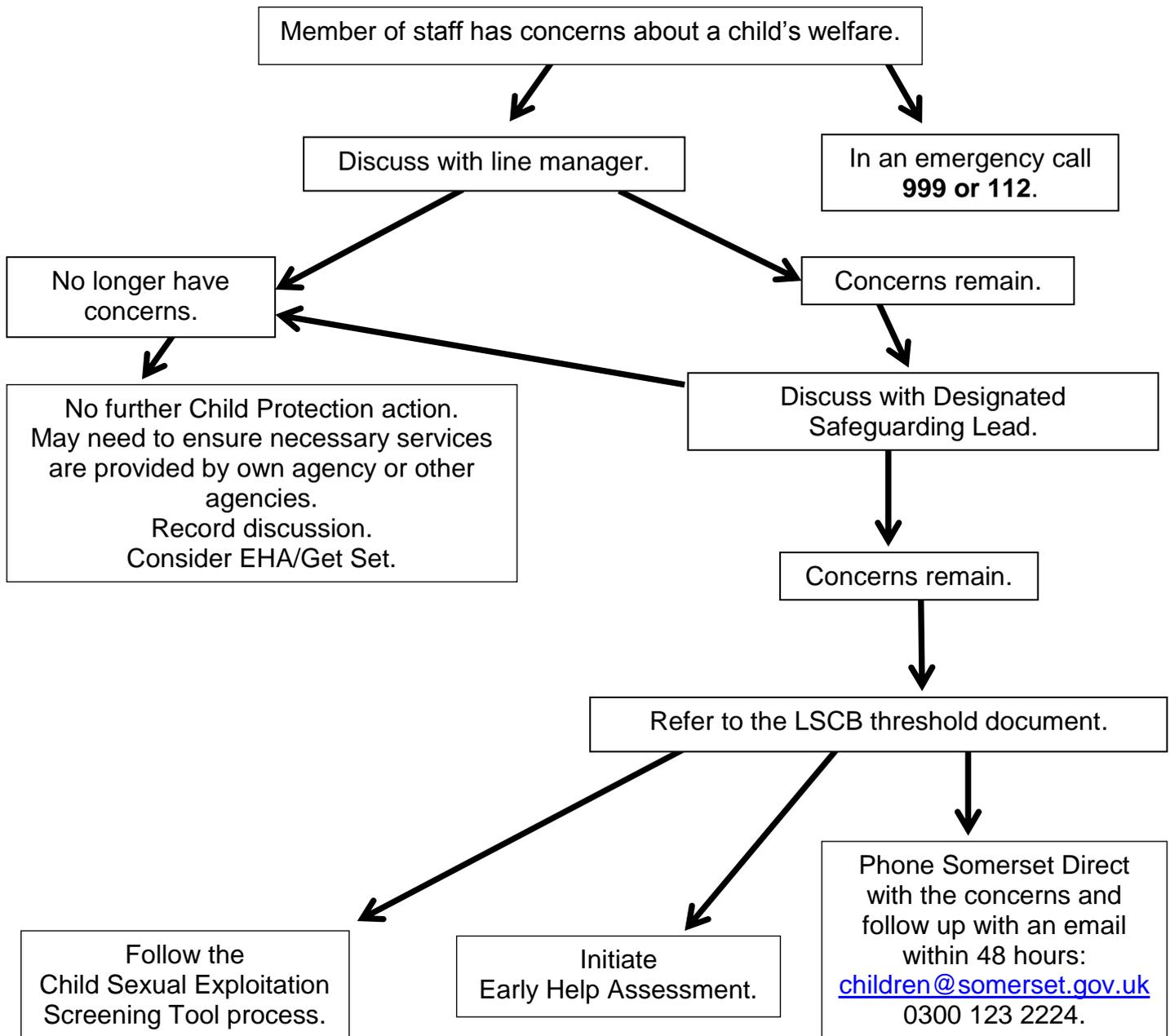
Implement support plan depending on level of risk.

Regularly review process – Channel Panel members work together to review progress and reduce risks.

The individual will exit the Channel process when all partner agencies feel that the vulnerability to radicalisation has been completely removed or significantly lessened.

Once a referral has exited the process, it will be reviewed at 6 and 12 months. If concerns remain, the individual can be re-referred.

APPENDIX D: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED



Useful Information and contacts:

Somerset Direct: 0300 123 2224 children@somerset.gov.uk

Local Safeguarding Children Board website:

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

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

APPENDIX E: FGM, FM AND BREAST IRONING

FEMALE GENITAL MUTILATION (FGM)

It is essential that all staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is medically unnecessary, extremely painful and has serious health consequences for women who undergo it both at the time when the mutilation is carried out and in later life.

Four types of FGM procedure:

- 1) Clitoridectomy – partial/total removal of clitoris
- 2) Excision – partial/total removal of clitoris and labia minora
- 3) Infibulation – entrance to vagina is narrowed by repositioning the inner/outer labia
- 4) All other procedures, which may include pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that FGM:

- brings status/respect to the girl – social acceptance for marriage
- preserves a girl's virginity
- is a legitimate rite of passage for young women
- upholds family honour
- cleanses and purifies the girl
- gives a sense of belonging to the community
- fulfils a religious requirement
- perpetuates a custom/tradition
- helps girls be clean/hygienic
- is cosmetically desirable
- (mistakenly) makes childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries, including the UK.

Circumstances and occurrences that may point to FGM happening are:

- the child talking about getting ready for a special ceremony
- the family taking a long trip abroad
- the child's family being from one of the "at risk" communities for FGM (Kenyan, Somalian, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, as well as non-African communities, including Yemeni, Afghani, Kurdistan, Indonesian and Pakistani)
- knowledge that the child's sibling has undergone FGM
- the child talks about going abroad to be "cut" or to prepare for marriage.

Signs that may indicate a child has undergone FGM could include:

- prolonged absence from school and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure.

FORCED MARRIAGE (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

When a disclosure or signs of FM/FGM 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:

Health and Social Care Information Centre (HSCIC) on 0300 303567

or:

Forced Marriage Unit on 020 7008 0151.

BREAST IRONING

What is breast ironing?

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.

APPENDIX F: CHILDREN MOST AT RISK OF MISSING IN EDUCATION (CME)

DEFINITION OF CME

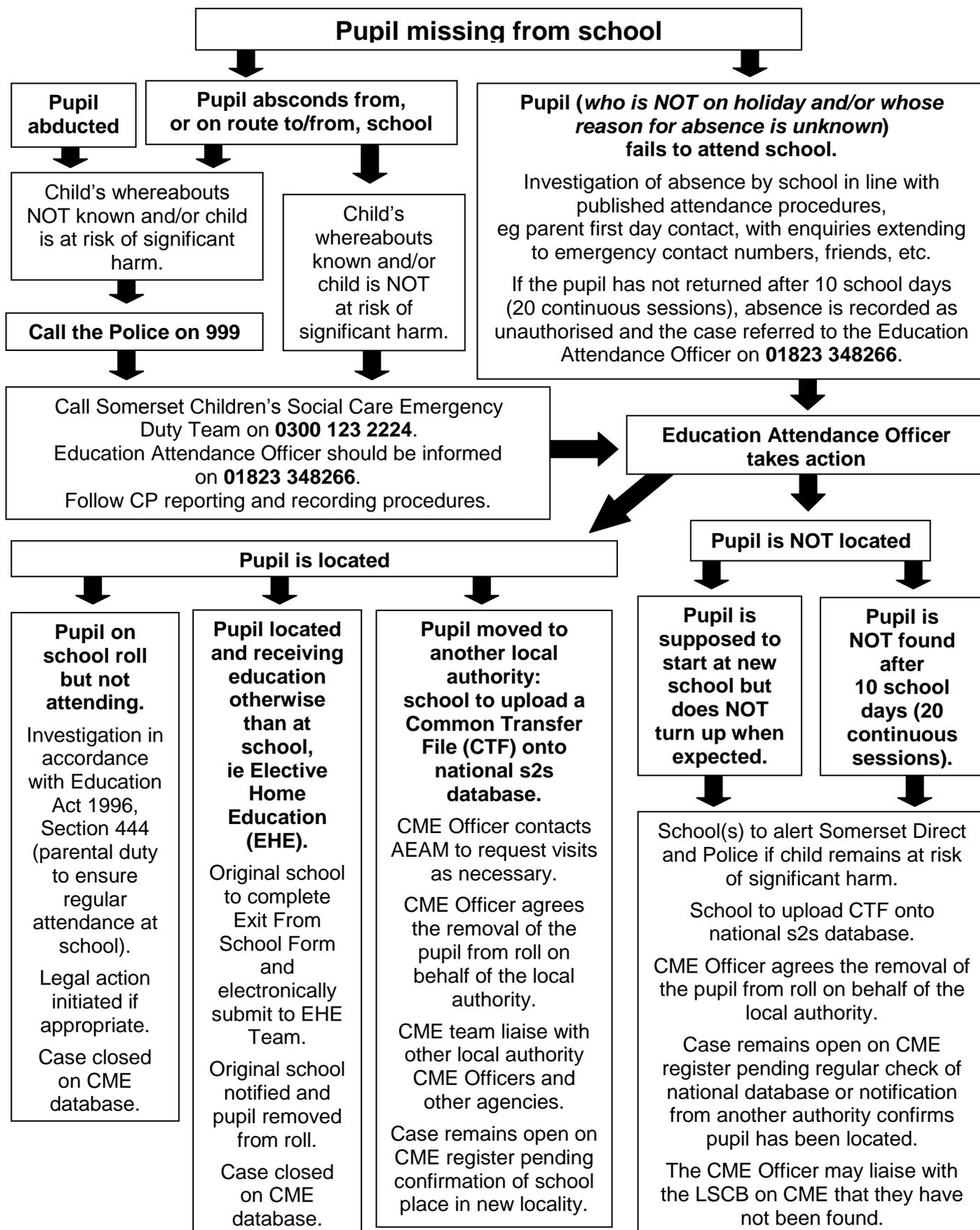
For the purpose of this document, a Child Missing from suitable Education is defined as: “Any child of compulsory school age who is not registered at any formally approved education activity (eg school, alternative curriculum, electively home educated), and has been out of any education provision continuously for a period of not less than twenty school days.”

CHILDREN MOST AT RISK

Some children may become CME following certain life or family events. For example (though not exhaustive):

- children of families who can be highly mobile: parents in the forces, Gypsy, Roma and Traveller families;
- children within the youth justice system;
- children in families fleeing domestic violence;
- children, or those in families, involved in antisocial behaviour;
- children who are subject to a Child Protection Plan;
- children affected by substance and/or alcohol misuse;
- children who are unaccompanied asylum seekers or children of refugees and asylum seeking families;
- children in immigrant families who are not yet established in the UK and do not have a fixed address;
- children of migrant worker families (who may not be familiar with the education system);
- children who do not receive a suitable education whilst being electively home educated;
- children who have been bullied;
- children who have suffered discrimination on the grounds of race, faith, gender, disability or sexuality;
- children at risk of sexual exploitation, including children who have been trafficked to, or within the UK;
- children at risk of “honour”-based violence including Forced Marriage (FM) or Female Genital Mutilation (FGM);
- children in care or children who go missing from care;
- children who are privately fostered;
- young carers;
- children who are permanently or illegally excluded from school;
- children who were registered at a private school and have not made the transition to another school;
- children with parents with mental health problems or learning difficulties;
- children with long-term diagnosed medical or emotional problems or children whose parent(s) may claim undiagnosed issues.

APPENDIX G: WHAT TO DO WHEN A CHILD IS MISSING IN EDUCATION (CME)



APPENDIX H: SOMERSET SCHOOLS SAFEGUARDING ALERT PROTOCOL

CONCERNS

If there are **Safeguarding concerns regarding an individual child**, follow the normal process and **contact Somerset Direct on 0300 123 2224**.

IMMEDIATE THREAT

If there are **concerns about an immediate threat to children in the wider school community or children in the local geographical area**, call the **Police (999 for emergency; 101 for non-emergency)** and/or Somerset Direct (**0300 1232224**), depending on the assessment of the level of risk.

If the Police are notified and require information to be passed to schools or other organisations in the area, they (*the Police*) will contact Somerset Direct Children's Social Care Group Manager, who will liaise with the Police and the **Safeguarding Children Board Education Adviser – 01823 358269** (in their absence contact the **LSCB Coordinator – 01823 357868**) for this process to be put in place. They will:

- address any immediate Child Protection issues;
- ascertain the specific named Police officer and other staff who will be dealing with this situation;
- agree the content of the alert to schools and other providers, including advice about the level of concern, any additional measures recommended to protect children, and whether parents should be informed at this point;
- agree which school areas and other settings should receive the alert.

The Safeguarding Children Board Education Adviser will then confirm the content of the alert and proposed plans with the Director of Learning and Achievement, forward the notification to the e-Learning and Information Management Team (eLIM – 01823 356832) with the request for email alerts to be sent to the agreed schools and other settings (including Children's Social Care Offices) and copied to the headteacher organisation representatives (SASH [Somerset Association of Secondary Headteachers], SAPHTO [Somerset Association of Primary Headteachers and Officers] and SAHSP [Somerset Association of Heads of Special Provision]).

Updated information or developments will be communicated following the same process, and the incident conclusion outcomes will similarly be shared.



SELWOOD ACADEMY

ANGLICAN/METHODIST FOUNDATION SCHOOL

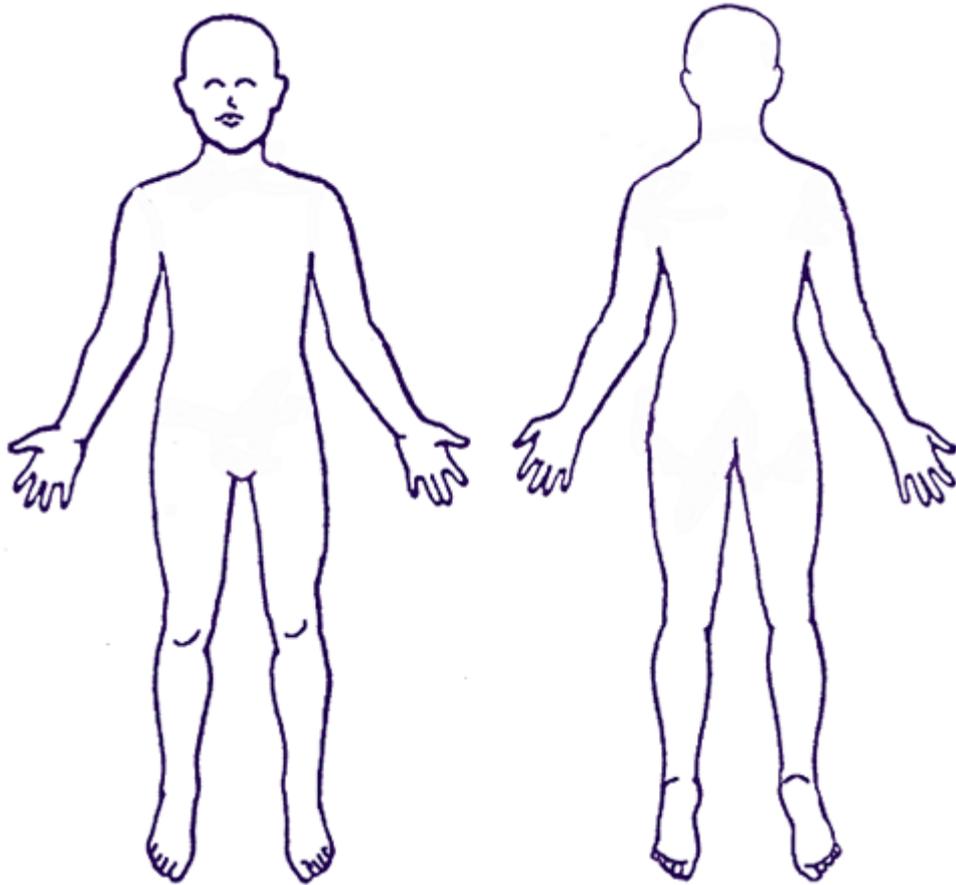
CHILD WELFARE and CHILD PROTECTION CONCERN SHEET

For completion by staff or volunteers when they become aware of child welfare concerns, in accordance with government guidance and the schools child protection policy.

NB: Please ensure your recording is accurate

1. Please use full names when referring to other members of staff and not acronyms.
2. Please ensure date of concern and date of referral are accurate
3. Please complete in full.

DATE OF REFERRAL		DATE OF CONCERN	
Name of Child		DOB	Tutor GP
Address		Code of Practice	
Name & role of Person making referral		Signature of staff member	
Nature of concern 1. Where this took place: e.g. Break/lunch/after school/lesson/subject/other. 2. Observations and child's views 3. Attach additional sheet(s) If necessary.			
At this point could you pass the CP concern sheet to L.S. A.E. or J.P.			



Action taken

**Reviewed by D DCP officer
Check**

- Record linked to siblings in school
- Check for other CPCWs recorded
- Monitor Yes/No
- Refer Yes/No

Date Signed

Outcome