



Head Teacher – Mr Peter Staddon
Chair of Governors – Mrs Ginny Smith

Child Protection Policy

For

Curry Rivel C of E VC Primary School, Curry Rivel Foundation Stage (Little Pips) & Curry Rivel Out of School Club (CROOSC- Apple Trees)

Safeguarding and Child Protection Policy

Incorporating:

- Safer school recruitment
- Prevent (anti-extremism and radicalisation)
- Breast ironing, FGM and forced marriage

Policy accepted:	Autumn 2015
Review date:	Autumn 2017
Signed (Chair of Governors):	
Date of signature:	

Safeguarding and Child Protection: Key Information

Role	Person responsible
Somerset LA Designated Officer	Anthony Goble (LADO)
Somerset LA Children Missing Education Liaison Officer	Samantha Baker (CMELO)
Somerset LA Education Attendance Officer	Sarah McEvansoneya (EAO)
CCFS Child Protection Officer	Peter Staddon (Headteacher)
CCFS Designated Safeguarding Lead	Peter Staddon (Headteacher)
CCFS Lead for Prevent Duties	Peter Staddon (Headteacher)
CCFS Lead for Child Sexual Exploitation Concerns	Peter Staddon (Headteacher)
CCFS Nominated Children Looked After Teacher	Peter Staddon (Headteacher)
CCFS Deputy Child Protection Officer	Hollie Westlake (Deputy Head)
CCFS Nominated Child Protection Governor	Ginny Smith (Governor)
CCFS Nominated Children Looked After Governor	Ginny Smith (Governor)

Designated Safeguarding Lead (DSL): *Peter Staddon* (Head) 01458 251404

Deputy DSL: *Hollie Westlake* (Foundation Leader) 01458 252822

DSL for CROOSC: *Debs Powell* (Leader) 07480 305447

Designated Governor for Child Protection: *Ginny Smith* 01458 251404

E-Safety: *Jill Slade* 01458 241404

Making a Safeguarding referral

Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (DSL) (**Peter Staddon**) or, if unavailable, to the Deputy Child Protection Officer (**Hollie Westlake**).

- If there is an immediate risk ... call 999
- If there is no immediate risk ... call **Somerset Direct (Children's Social Care Emergency Duty Team) on 0300 123 2224**

Reporting concerns about extremism and radicalisation

Any concerns about pupils becoming radicalised or being drawn into extremism will be reported immediately to the Lead for Prevent Duties (**Peter Staddon**) or, if unavailable, to the Deputy Child Protection Officer (**Hollie Westlake**), who will follow the *Prevent & Channel Referral Guide for Reporting a Concern*.

- If there is an immediate risk ... call 999
- If there is no immediate risk ... call one of the **Regional Police Prevent & Channel Leads**:
 - **DI Mandy Pilling ... 07585 307109**
 - **DI Sam Norman ... 07881 268432**
 - **DI Dickon Turner ... 07823 361635**

Managing allegations, disclosures or concerns

Staff/volunteers must immediately report an allegation about a member of staff to the DSL (**Peter Staddon**) or, if unavailable, to the Deputy Child Protection Officer (**Hollie Westlake**). An Allegations Reporting Form (ARF) will need to be completed.

The Local Authority Designated Officer (LADO) (**Anthony Goble**) can be contacted via Somerset Direct on **0300 1232224**.

Reporting a Child Missing in Education concern

Any concerns should be reported to the DSL (**Peter Staddon**) or, if unavailable, to the Deputy Child Protection Officer (**Hollie Westlake**), who will follow the *CME School Process Flowchart* (see Appendix 5).

SAFEGUARDING AND CHILD PROTECTION POLICY

1. Introduction

This policy has been developed in accordance with, and with regard to, Somerset Local Safeguarding Children Board procedures and advice. Curry Rivel C of E Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

“The welfare of the child is paramount”

Children Act 1989

2. Core principles

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:

- South West Child Protection Procedures (SWCPP), www.swcpp.org.uk
- Somerset Local Safeguarding Children Board (LSCB)
- *Keeping Children Safe in Education* (July 2015)
- *Working Together to Safeguard Children* (March 2015)
- *Guidance for safer working practice for adults who work with children and young people* (DCSF, 2009)
- *Safeguarding Children and Safer Recruitment in Education* (2007)
- *What to do if you're worried a child is being abused* (2006)
- Children Act 1989
- Section 175 of the Children Act 2002
- Childcare Act 2006
- Childcare (Disqualification) Regulations 2009
- Counter-Terrorism and Security Act 2015

The school will establish and maintain an environment where all pupils:

- feel safe and secure,
- are confident and able to express themselves on matters of personal health and welfare,
- know there are adults in the school whom they can approach if they are worried,
- are listened to and their views are valued and respected,
- are provided with opportunities in the curriculum to develop the skills needed to keep them safe (see PSHE curriculum details and Circle Time opportunities).

The school fully recognises that all staff (i.e. SLT, 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 our pupils from harm and in promoting and Safeguarding the well-being of children.

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

- 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.

3. Staff and governor induction and training

All new staff are inducted by the DSL to ensure that they are fully aware of the CP practices within the school and receive appropriate training.

Appropriate, up-to-date Child Protection training opportunities will be made available to all staff and governors in accordance with local and government recommendations as a minimum. This includes awareness raising in respect of breast ironing, FGM (female genital mutilation) and forced marriage (see Appendix 3).

In addition, all staff and governors need to be 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* (2015) and the Local Authority Managing Allegations procedures.

All staff 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.

The DSL and Deputy should undertake refresher training every two years on specific issues. Regular attendance at the locally based Child Protection Forum also contributes to maintaining up-to-date knowledge.

Where appropriate, staff will have received training in order to effectively carry out their role, e.g. Safer Recruitment training and “Prevent” training. Training records are kept up to date: recording the date, focus and level of training received by individuals.

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).

All staff will read and sign a record that they have read Part one of the *Keeping Children Safe in Education* (July 2015) document.

The school will implement safe recruitment practices, including checking the suitability of all staff and volunteers who work with children (see Safer School Recruitment 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).

4. **Roles and Responsibilities**

- **Peter Staddon** (Headteacher) is the Child Protection Officer, the DSL, the Lead for Prevent Duties, the Lead for Child Sexual Exploitation Concerns and the Nominated Children Looked After Teacher
- **Hollie Westlake** (Deputy Head) is the Deputy Child Protection Officer
- **Ginny Smith** (Governor) is the Nominated Child Protection Governor
- **Ginny Smith** (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 Headteacher, responsibility will be delegated to

the Deputy Child Protection Officer. (For a breakdown of roles and responsibilities see attached at Appendix 1.)

Governors share a collective responsibility for ensuring that all statutory Child Protection duties, as detailed in *Safeguarding Children and Safer Recruitment in Education* (2007) and *Keeping Children Safe in Education* (July 2015), 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 and Child Protection 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 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.

5. Supporting Children

We recognise that:

- a child who has been abused, who witnesses abuse or lives with domestic violence or family breakdown or who otherwise receives inadequate parental care, may feel helpless, humiliated, blame her/himself and find it difficult to develop and maintain a feeling of self-worth;
- the behaviour of a child in these circumstances may be unpredictable, challenging or defiant, or significantly withdrawn;
- school may provide the only stability and security in the lives of children who have been abused or are at risk of harm.

6. Types of abuse which put children at risk of significant harm

6.1 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 misuse. 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.

6.2 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.

6.3 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, anal or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

6.4 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond the child's developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious bullying, 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.

7. Anti-extremism and radicalisation: the “Prevent” duty

As a Church of England school, we acknowledge our duty to help prevent extremism and radicalisation. We note the following HM Government definitions:

- **Extremism** is a 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 the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

At Curry Rivel C of E Primary School 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 a Church of England 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.

Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

8. Reporting “Prevent” concerns about extremism and radicalisation

Any concerns about pupils becoming radicalised or being drawn into extremism will be reported immediately to the Lead for Prevent Duties (**Peter Staddon**) or, if unavailable, to the Deputy Child Protection Officer (**Hollie Westlake**), who will follow the *Prevent & Channel Referral Guide for Reporting a Concern*.

- If there is an immediate “Prevent” risk ... call 999
- If there is no immediate “Prevent” risk ... call one of the Regional Police Prevent and Channel Leads:
 - DI Mandy Pilling ... 07585 307109
 - DI Sam Norman ... 07881 268432

- DI Dickon Turner ... 07823 361635

9. **Making a Safeguarding referral**

Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the DSL (**Peter Staddon**) or, if unavailable, to the Deputy Child Protection Officer (**Hollie Westlake**), who will make the decision whether the child is at **immediate risk of significant harm**.

- If there is an immediate Safeguarding risk ... call 999
- If there is no immediate Safeguarding risk ... call Somerset Direct (Children's Social Care Emergency Duty Team) on 0300 1232224

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 pupil 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 pupil 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.

10. **Managing allegations, disclosures or concerns**

Staff/volunteers must immediately report an allegation about a member of staff to the DSL (**Peter Staddon**) or, if unavailable, to the Deputy Child Protection Officer (**Hollie Westlake**). An ARF will need to be completed.

NB: where the allegation is against the Headteacher, the member of staff/volunteer 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.

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.

11. Record keeping

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 TED rule (tell me, explain, describe), and never promise confidentiality. All records must be dated and signed, and discussed with the DSL immediately on the same day. Where staff have observed injuries to a child, these should be recorded on a body map outline, 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 Common Assessment Framework (CAF) and making a referral for a Team Around the Child (TAC) meeting.

All records relating to Child Protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and must be kept separate from other records.

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 regular basis.

Where a child moves school, copies of Child Protection documentation will be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. 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 *Records Retention and Storage*.

Copies of Child Protection records, referrals and multi-agency work are kept in a file in a locked cabinet in the Headteacher's office.

12. 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 pupil 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.

13. 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 Deputy.

14. Whistleblowing

We recognise that pupils 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.

15. 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 (2012) (at Section 3 – see also EYFS Policy).

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 (e.g. 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.

16. 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.

To be reviewed by the DSL and Nominated Child Protection Governor annually.

SAFER SCHOOL RECRUITMENT POLICY

Policy Accepted: Summer 2015

Review Date: Summer 2018

1. Rationale

Schools need to take all reasonable steps to guard against employing people who might harm children. Safeguarding children must be a priority for every school and incorporating Safeguarding measures in the recruitment process is an essential part of that. (NCSL, 2006)

2. Aims

- To set out our philosophy of safer recruitment.
- To ensure that the recruitment of staff is done equitably and robustly.
- To ensure that there is a rigorous process of vetting for appointments.
- To ensure that the safety of children is at the heart of all appointments to the school.

3. Our philosophy

At Curry Rivel C of E Primary School, we adopt a culture of collective responsibility. Everybody is concerned with the safety and well-being of the children in our care. We accept that whistleblowing is part of our responsibility. Anybody could be a potential abuser and, therefore, if a member of staff has concerns then this must be reported to the Headteacher, Chair of Governors or the Local Authority Designated Officer (LADO).

4. The process

- Recruitment advertising must contain a safer recruitment statement.
- The job description must be clear.
- The person specification must include Child Protection duties.
- Written references must be taken up before interview.
- The interview process is conducted by at least two senior members of staff, at least one of whom has been trained in safe recruitment practices.
- Gathering information and carrying out checks on a candidate is followed in every case.
- The candidate's suitability to work with children is explored at interview.
- Appointments will only be confirmed after all checks have been completed satisfactorily.
- All staff will receive induction, training and a mentor.

5. Inviting applicants

- All adverts should carry a statement on the school's policy towards Safeguarding children and the requirement for Disclosure and Barring Service (DBS) checks.
- Information packs to candidates should also include the safer recruitment policy.
- It will be made clear to the candidate that only Somerset LA completed application forms will be accepted (not CVs).
- It will be made clear to candidates that as part of the interview process, questions about Safeguarding children will be asked.
- Any gaps in a candidate's application form will be explored; this will include incomplete forms and gaps in work history.
- Candidates must bring with them a completed DBS form to the interview along with three forms of identification (one of which must be a picture ID).
- Candidates must also bring original documents and certificates to the interview.
- Two references must be taken up prior to interview. One must be the current, or most recent, employer.
- Any discrepancies in the application will be followed up by phoning the referees.
- If concerns continue, then advice will be sought from the LA.
- Providing false information will result in the application being rejected, summary dismissal if the applicant has been selected, referral to the teachers' misconduct team or police, informing the LA, informing other schools where necessary.
- When requesting references, the referee will be asked about the candidate's suitability for working with children.
- During the interview process, open-ended questions will be used to explore the candidate's suitability for the post. Questions will also be asked about the candidate's attitude towards Child Protection.

6. Validation of checks

- All checks will be confirmed in writing.
- These checks will be retained in a personal file and will include the following: candidate's application form and letter of application, photocopy of complete DBS form, photocopy of three proofs of identification, two references, DBS disclosure and medical check, Childcare Disqualification checks.
- A central record sheet will be kept of all school staff, governors and volunteers that have access to the school.
- Staff, volunteers and governors will be asked to sign a declaration to say that they understand this policy.

For any additional information, access *Guidance for Schools*, Volume 1, Section 4a "Recruitment and Selection of Staff". Somerset Learning Platform (SLP)

APPENDIX 1: SAFEGUARDING ROLES AND RESPONSIBILITIES IN SCHOOLS

1.1 GOVERNORS have the responsibility for ensuring that appropriate Child Protection policies and procedures are in place, and that:

- they are in accordance with Area Child Protection Committee (ACPC) policy and Local Authority (LA) guidance;
- they include procedures for dealing with allegations against staff and volunteers;
- the governors monitor the school's compliance with them;
- they are reviewed annually;
- a senior member of the school's leadership team is designated to take lead responsibility for dealing with Child Protection issues, including providing advice and support, and liaising with the LA and other agencies. Also that this person is Child Protection trained and receives refresher training at least every two years, including ACPC inter-agency training;
- a member of the Governing Body is nominated to take the lead in Safeguarding matters on behalf of the Governing Body and be responsible for liaising with the Headteacher/designated person and with the LA and/or partner agencies with regard to:
 - remedying any deficiencies or weaknesses in Child Protection arrangements in the school;
 - dealing with allegations made against a Headteacher;
 - any disciplinary action against a member of staff following a Child Protection investigation;
 - an investigation of any complaint of non-compliance with Child Protection investigation.
- the named governor for Child Protection has received training appropriate to this role;
- the Headteacher and all other staff who come into contact with children receive appropriate training every two years;
- the school operates safe recruitment procedures, including ensuring appropriate and rigorous checks are carried out on all new staff and volunteers, and that they are provided with information on the school's Child Protection policy and procedures, the name of the designated person, etc. when they start work in the school;
- appropriate Safeguarding policies and procedures are adhered to when school premises are used by others during and outside school hours, where the Governing Body controls the use of premises;
- the LA is informed annually about how the above duties have been discharged.

1.1(i) Governors do not have a role in individual cases or a right to know details of cases. The only exception to this is when individual governors are officially involved in staff disciplinary cases. The Chair of Governors, supported by the LA, will take the lead in dealing with allegations against the Headteacher.

1.1(ii) Individual governors may be approached by parents or members of the public to discuss children, staff and/or other parents who are members of the school community. These discussions, particularly where they relate to confidential, personal or Child Protection concerns or allegations, should always be redirected to the Headteacher or designated member of staff, or referred directly to social services, in accordance with ACPC procedures, if a child is at immediate risk of significant harm.

1.2 THE HEADTEACHER should ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff;
- procedures are in place for handling cases of suspected abuse (including allegations against teachers) which are in accordance with ACPC policy and procedures, and are available to all staff for reference;
- a designated senior member of staff is appointed to coordinate action within the school and that sufficient resources are allocated to allow the designated person to discharge their responsibilities, including taking part in strategy discussions, Child Protection conferences and other inter-agency meetings. The designated person need not be a teacher, but must have the status and authority to carry out the duties of the post. A deputy designated member of staff should be identified to take on the role in the absence of the designated person. In large establishments, or those with a large number of Child Protection concerns, it may be necessary to have a permanent deputy or a number of deputy designated people to deal with the workload;
- the designated person will receive multi-agency Child Protection training every two years.
- all staff (teachers, non-teaching staff and adult volunteers working in the school) are aware of the Child Protection procedures, are alert to signs of possible abuse, and know to whom to report any concerns or suspicions;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in accordance with agreed whistleblowing policies;
- parents are aware of the school's Child Protection policy and procedures;
- immediate action is taken to protect children where appropriate, e.g. emergency medical attention, removing alleged perpetrator, ensuring the child is kept safe;
- parents/carers are informed and supported throughout any Child Protection process, in accordance with good practice/communication guidelines;
- relevant members of staff are supported and kept informed, in accordance with good practice/communication guidelines;
- the school cooperates with the investigation of allegations by participating in Strategy Meetings and acting in accordance with their agreed actions;
- the school is involved with any inter-agency Child Protection plan that is put in place and provides appropriate support for the child;
- when a child changes school, complete school records are sent promptly to the receiving school;

- concerns about any aspect of a child leaving or changing school, which give rise to concern about a child's welfare, or that a child may be deemed missing in education, should be reported to the Designated Safeguarding Lead (DSL) (**Peter Staddon**) or, if unavailable, to the Deputy Child Protection Officer (**Hollie Westlake**), who will follow the *CME School Process Flowchart* (see Appendix 5). If necessary the school's Education Welfare Officer will be contacted;
- appropriate checks are made on all new staff and on any volunteers who may have unsupervised access to children, prior to them taking up post.

NB: Schools/Headteachers do not have a direct investigative responsibility in relation to seeking to ensure Child Protection. The responsibility for investigating suspected cases of abuse of pupils lies with social services and the police.

1.3 THE DESIGNATED SAFEGUARDING PERSON has specific responsibility for the coordination of Child Protection procedures within the school and for liaison with social services, the LA Lead Officer and other agencies, e.g. police, health service and Education Welfare Service.

The designated person must have appropriate, up-to-date training and should know and understand:

- how to identify the signs and symptoms of abuse and how and when to make a referral;
- the ACPC/LA procedures and the designated person's role within them;
- the role and responsibilities of the investigating agencies and how to liaise with them;
- the requirements of record keeping and information sharing;
- the conduct of a Child Protection conference and how the designated teacher, or another member of staff, can make an appropriate contribution to it, i.e. ensuring that a written report is always submitted, that a school representative attends the case conference whenever possible, and that a staff member participates as a member of a Core Group where appropriate;
- the role and responsibilities of schools in contributing to the assessment of children in need.

In addition, the designated person should:

- obtain access to resources and attend any relevant or refresher training courses at least every two years;
- ensure each member of staff has access to and understands the school's Child Protection policy, especially new or part-time staff who may work with different educational establishments;
- ensure all new staff have induction training covering Child Protection and are able to recognise and report any concerns immediately they arise;
- keep a record of staff attendance on Child Protection training;

- be able to keep detailed, accurate, secure written records of referrals/concerns, and ensure all relevant information about a child is disseminated to appropriate staff within the school only on a need-to-know basis and with regard to the child's/family's rights to confidentiality;
- when a child changes school, ensure their Child Protection file is copied for the new school/education provider and sent promptly but transferred separately from the main pupil file;
- ensure that the attendance, welfare and development of children whose names are on the Child Protection Register are monitored, and inform the child's social worker, promptly, of any cause for concern;
- liaise with the SENCO to identify pupils with special educational needs and their communication needs, where appropriate;
- ensure the child is appropriately supported;
- liaise with the Headteacher (where this role is not carried out by the Headteacher) to inform him/her of any issues and ongoing investigations, and ensure there is always cover for the designated person role.

1.4 ALL STAFF AND VOLUNTEERS should:

- be aware of their Child Protection responsibilities and the school's/education provider's procedures for dealing with and referring concerns, disclosures and allegations;
- know who the designated person for Child Protection is;
- know who to take their concerns to if the designated person is absent;
- be familiar with the school's policies on physical contact with pupils, the use of reasonable force to restrain pupils, bullying, etc., and exercise professional judgement and maintain appropriate boundaries in their dealings with pupils;
- attend an appropriate level of Child Protection training for their role and update this as recommended or necessary.

APPENDIX 2: CODE OF CONDUCT FOR STAFF

2.1 RATIONALE

To encourage a sense of personal and corporate well-being, by maintaining a high standard of behaviour and manners that will benefit the individual, the class and the school in both social and academic achievement. This is achieved through the development of respectful and caring relationships between adults and children.

2.2 PURPOSE

To benefit the children by the following:

- i. Making children aware that we live in a world where all members are respected irrespective of colour, creed or culture in accordance with our ethos and distinctive nature as a Church of England school.
- ii. Maintaining a system of social discipline which is supported and modelled by governors, parents, school staff and children.
- iii. Nurturing an understanding of the need for rules within the school community, thus encouraging and enabling the children to develop their own code of self-discipline and social awareness that will fit them for society at large.
- iv. Developing an understanding of the Christian values central to the school's ethos and encouraging practical application to support daily interactions.
- v. Maintaining a safe, secure, purposeful, caring, and happy community for all involved with the school.
- vi. Regularly discussing the school's position on Child Protection and Safeguarding issues to ensure that staff are not placed at risk and pupil well-being is secured.
- vii. Ensuring that all adults are fully conversant with, and uphold the policy and practice at all times and do not bring their own reputation, or that of the school, into question.
- viii. Through regular training, staff understand and implement the practice identified through *Keeping Children Safe in Education* (July 2015).

2.3 GUIDELINES

All staff and children will remember and encourage the following:

- i. Good manners, respect and consideration for themselves and others.
- ii. Quiet and orderly movement around the school.
- iii. Listening to adults and children, and respecting the ideas/opinions of others.
- iv. Respect all property.
- v. A commitment to enhance our school's good reputation in the community.
- vi. Adherence to the Golden Rules at all times.
- vii. Use of cross-curricular approaches to foster an awareness of each individual's responsibility to help build a fair and well-ordered society.

2.4 CONCLUSION

This Code of Conduct should be applied in conjunction with the school's policies for Behaviour, PSHE, Safeguarding and Child Protection and Anti-bullying. It underpins all aspects of the curriculum, teaching and learning, and should, therefore, be reviewed and discussed within the classroom regularly when appropriate.

APPENDIX 3: BREAST IRONING, FGM AND FM

3.1 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.

3.2 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

3.3 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 DLS will always call either:

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

or:

Forced Marriage Unit on 020 7008 0151.

APPENDIX 4: CHILD MISSING IN EDUCATION (CME)

4.1 DEFINITION OF CME

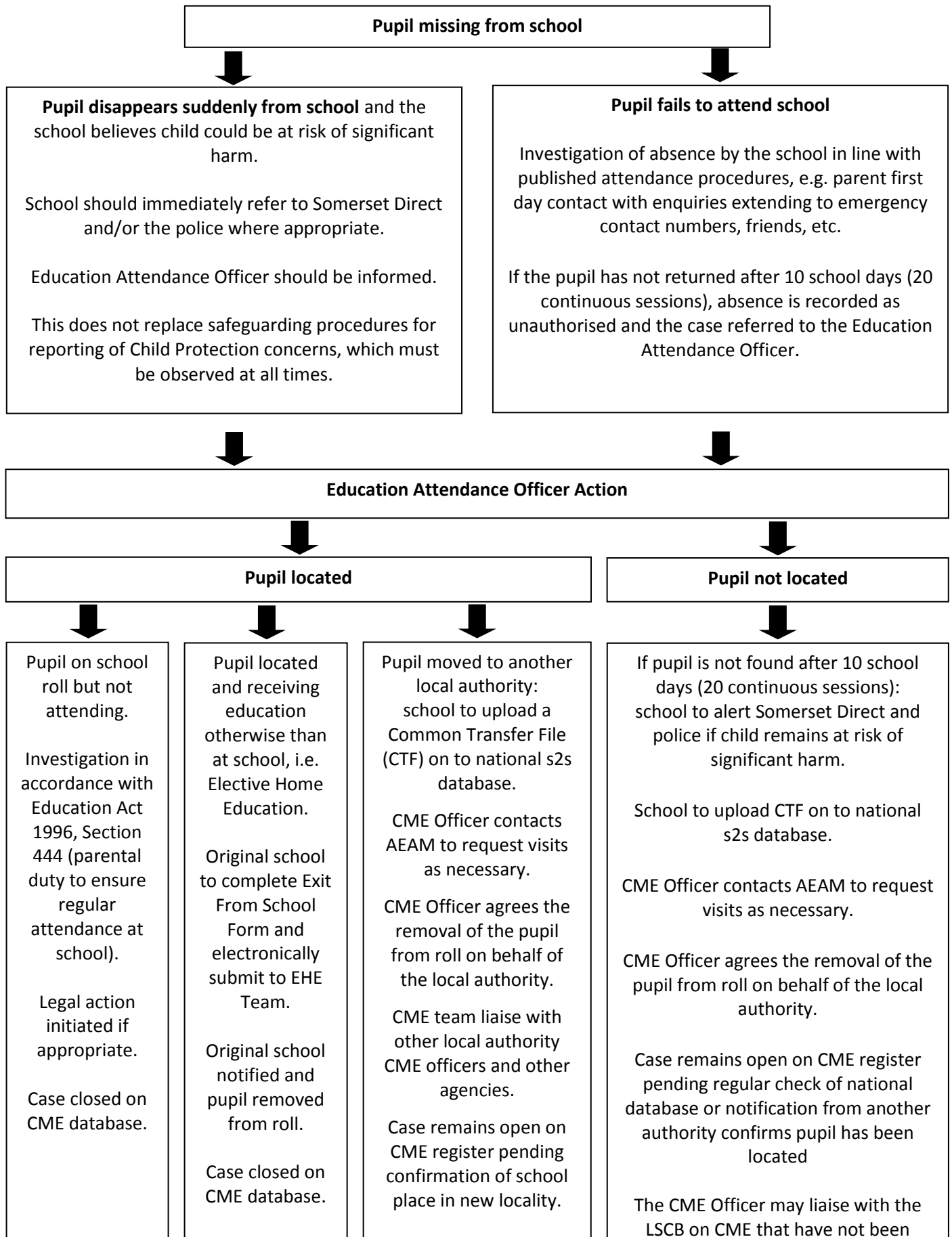
For the purpose of this document a Child Missing from suitable Education is defined as: *"Any child of compulsory school age who is not registered at any formally approved education activity (e.g. school, alternative curriculum, electively home educated), and has been out of any education provision continuously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

4.2 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 5: CME SCHOOL PROCESS FLOWCHART



APPENDIX 6: SOMERSET SCHOOLS SAFEGUARDING ALERT PROTOCOL

6.1 CONCERNS

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

6.2 IMMEDIATE THREAT

If there are concerns about an immediate threat to children in the wider school community or children in the local geographical area then call the police on 999/112 (if you are calling from a mobile) or 101; alternatively call Somerset Direct on 0300 123 2224 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 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).

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