ST GEORGE'S CATHOLIC SCHOOL

Safeguarding Policy

Mission Statement:

To provide a broad and balanced curriculum based in a Catholic, Christian setting where we are led by the Spirit of Christ. We believe that, "Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities."

VATICAN II

September 2017
Review September 2018

Support Services for Education

Somerset Children in Education

Child Protection and Safeguarding Policy

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

Child Protection and Safeguarding Policy of

St George's Catholic School, Taunton

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body on September 2017.

It is due for review on <insert date> (up to 12 months from the above date).

Signature ……. Date ……

Head Teacher /Principal

Signature ……. Date ……

Chair of Governors/Trust/Directorate

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1. Introduction

This Child Protection and Safeguarding Policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of this organisation.

We believe that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people under the age of 18 years and keep them safe.

Purpose:

- To inform the provision's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities will be carried out.
- To inform providers of Somerset Safeguarding Children Board's Inter-agency Child Protection and Safeguarding Procedures.
- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This policy will support this.
- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the provision. This policy will support this.

All education provisions have a responsibility to provide a safe environment in which children can learn.

Education Providers and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All education staff will therefore receive appropriate safeguarding training (which is updated regularly), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead -including Child Protection and Safeguarding Policy and staff behaviour policy (code of conduct).

The Director of Children's Services, within the Local Authority has the overarching responsibility for safeguarding and promoting the welfare of all children and young people in the area. They have a number of statutory functions under the Children

Acts 1989 and 2004 which make this clear. This policy is to add detail to expectations of staff to expect specific duties to happen in relation to children in need and children suffering, or likely to suffer, significant harm, regardless of where they are or who takes any further action.

"Children are best protected when professionals are clear about what is required of them individually, and how they need to work together." (Working Together to Safeguard Children 2015 updated 2017)

1a. Terminology

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

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

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

Child includes everyone under the age of 18.

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

2. Mission Statement of our Education Provision

- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs, are supported appropriately. This could include referral to Early Help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Consider how children may be taught about *safeguarding*, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Staff members working with children are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and develop a culture where *Safeguarding is everyone's responsibility*.

3. Implementation, Monitoring and Review of the Child Protection Policy

This policy will be reviewed annually by the governing body. It will be implemented through the provider's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead, Head and Governance through staff performance measures and day to day practice.

4. Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 and 2004
- United Convention of the Rights of the Child 1991
- Data Protection Act
- Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002 (Section 175/157) which outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils"
- Somerset Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Effective Support for Children and Families)
- Keeping Children Safe in Education (DfE, September 2016)
- Special educational needs and disability (SEND) code of practice: 0- 25 years. HM government 2014
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2017) requires each Education Provision to follow the procedures for protecting children from abuse which are established by the out in the South West Child Protection Procedures (www.swcpp.org.uk) and Somerset Safeguarding Children Board.

Education Providers are also expected to ensure that they have appropriate procedures in place for responding to situations in which: a child may have been abused or neglected or is at risk of abuse or neglect: a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

5. The Designated Safeguarding Lead

Governing bodies/trusties and/or proprietors should ensure that the education provision or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. (a member of senior management).

During term time the designated safeguarding lead and or a deputy will always be available (during provision hours) for staff in the provision or other professionals to discuss any safeguarding concerns. Individual arrangements for out of hours/out of term need to be considered and will be made available to ensure contact if needed.

5a. Responsibility of the Designated Safeguarding Lead (DSL)

- The DSL will refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services) and/or Police (cases where a crime may have been committed) or to the Channel programme where there is a radicalisation concern.
- Liaise with the Head Teacher or Principal to inform him/ her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff members around requests for involvement to other agencies.
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.
- Have a good knowledge and attend meetings (or submit reports) to contribute to the planning for children who have Child in Need or Child Protection Plans.
- Utilise, implement, scrutinise and monitor the use of Early Help Assessments in the provision.
- Work with relevant staff in the provision to ensure the site is safe and secure.
- Ensure recording child safeguarding and child protection files are correctly drawn up and regularly reviewed to scrutinise any patterns or drift/outstanding actions. A recommended recording format is set out on the SSE education safeguarding site.
- Ensure the education provision's Single Central Record is correct at all times and safe recruitment procedures are upheld.
- Ensure the provision's site security and risk assessments are maintained and completed to support staff and children feel safe.

5b. Training

The Designated Safeguarding Lead should undergo the Local Authority's formal training every two years. The DSL should also undertake Prevent (WRAP) awareness and disseminate in addition to this training. Their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLS, or taking time to read and digest safeguarding developments) at least annually. Other requirements are:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. (EHA)

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure written records of concerns and referrals with actions and outcomes.
- Obtain/disseminate access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

5c. Raising Awareness

The designated safeguarding lead should ensure the school or college's policies are known, understood and used appropriately, as well as; .

- Ensure the school or college's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Somerset Safeguarding Children's Board (SSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Education providers should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

6. The Governing Body (including Trusts or Directors)

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

The responsibilities placed on governing bodies and proprietors include:

- Contributing to ensure the provision is carrying out inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy.
- Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2016)* – Appendix 1 and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual provisions as to whether they choose to have one or more Deputy Designated Senior Person.
- Ensuring that all of the Designated Senior Persons (including deputies) undergo formal child protection training every two years (in line with SCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is discussed and outcomes recorded at Governors meetings.
- Ensure the requirements of The Governors Safeguarding Audit Section 175 are met.

7. Supporting Children

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Education providers and staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

Children who may require early help will be offered early intervention through Early Help support services for families.

A directory of early help services is available from the Early Help Advice Hub on 01823 355803. Somerset Choices and Professional Choices will also help practitioners and families find information and support to prevent escalation of needs and crisis.

Staff will 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. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a request for involvement to Children's Services if the child's situation does not appear to be improving.

Staff and volunteers working within the provision will also be alert to the potential need for early help for children also 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 anti-social or criminal behaviour especially if there is a concern that it is exploitative
- Children missing education
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect

Education Providers and college staff members will be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They will also 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 Appendices for information on further descriptors of abuse and specific safeguarding issues)

8. Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead without delay

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

If an education provider /college staff member receives a disclosure about potential harm caused by another staff member, they should see section – Allegation involving school staff/volunteers.

9. Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (pro-forma available on the Somerset Support Services for Education website under Education Safeguarding) www.supportservicesforeducation.co.uk
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, witness, place and any noticeable non-verbal behaviour and the words used by the child
- Indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes provision , the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving provision in a secure manner, and separate from the child's academic file.

All child protection recordings should be scrutinised regularly to ensure the action and outcome has been carried and any drift avoided.

10. Confidentiality

Safeguarding and protecting children raises issues of confidentiality that must be clearly understood by all staff/volunteers in education.

All staff, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the

investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.

Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

11. Procedure

When a member of staff is concerned about a child he or she will inform the Designated Senior Person. The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Services. If it is decided to make a request for involvement to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make request for involvement, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out Female Genital Mutilation), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL must be informed as soon as possible.

When a person is employed or engaged to carry out 'teaching' work in England, in the course of their work, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. This is a mandatory reporting duty. See Appendix 1- Keeping Children Safe in Education (DfE 2016): Annex A for further details.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

Particular attention must also be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept and attendance procedures followed.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour or concerns that may affect pupil welfare. Gathering safeguarding data and impact will be embedded into the provision's process to measure effective safeguarding practice and resolve any weaknesses.

12. Communication with Parents

This Provision will ensure the Child Protection and Safeguarding Policy is available publicly either via the provision website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material.

(The provision may also consider not informing parent(s) where is would place a member of staff at risk).

The Provision will ensure that parents/carers have an understanding of the responsibilities placed on the school and staff for safeguarding children.

13. Allegations involving staff/volunteers

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place and easily accessed for such concerns to be raised with the provider's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher or Principal. Where there are concerns about the Head Teacher or Principal, this should be referred to the Chair of Governors/ Chair of the Management Committee/Proprietor as appropriate.

In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2016, for further information)

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance Somerset Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

For further information see: SSCB's Allegations Management or contact Somerset Direct for a referral to the LADO **Somerset Direct 0300 123 2224**.

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

NSPCC whistleblowing helpline is available for those who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

14. Safer Working Practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment document Guidance for safer working practice for those working with children and young people in education settings (2015)

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

15. Site Safety

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

- Maintain suitable/reasonable physical boundaries and barriers such as fencing, gates and locks on doors;
- Directly supervise children at all times, ensuring they remain on the premises and are never permitted to enter hazardous or insecure sections areas;
- Take all reasonable steps to monitor contractors, visitors and volunteers using the premises during time, requiring them to report to the provision office, take and read our Information and Guidance for Contractors and Visitors leaflet sign in to confirm that they have received, read and understood this leaflet, and wear a visitor's badge/sticker;
- Alert contractors, visitors and volunteers to our school's Safeguarding expectations and protocols, advising them of the name of the DSL and Deputy DSLs.
- Update the single central record of staff/volunteers /casual/governance that are in regulated activity with children.

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

14. Keeping Children Safe in Education 2016

The statutory guidance 'Keeping Children Safe in Education' 2016 is available online. The DfE have confirmed that this guidance will be updated in 2018.

Therefore it is decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in its content. Keeping Children Safe in Education (KCSIE) (DfE 2016)

It is essential that all staff have access to this online document and read Part 1 and Annex A, which provides further information on:

- Children missing from education
- Child sexual exploitation
- Honour based' violence
- FGM mandatory reporting duty
- Forced marriage
- Preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Our staff members and regular visitors are asked to sign to say they have read these sections and should subsequently be re-directed to these online documents again should any changes occur.

Appendix A

Types of Abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII).There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

Neglect is the ongoing failure to meet a child's basic needs and is abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

Sexual Abuse A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong.

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case.

Specific abuse and vulnerability concerns

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.

Fabricated or Induced Illness by Carer (FII)

FII is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.
FII can cause significant harm to children. FII involves a well child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm as a consequence.
There are three main ways of the parent/carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history.
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents, and specimens of bodily fluids.
- Induction of illness by a variety of means.

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

Child Exploitation, Sexual (CSE) and gangs, (also known as Child Criminal Exploitation)

There will be other circumstances which give cause for serious concern about the welfare of children; such as Child Sexual Exploitation (CSE).
The exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.
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.
The current definition updated March 2017 states:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

Peer on peer abuse including sexualised behaviour

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.

When considering whether behaviour is abusive, it is important to consider: Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or whether the perpetrator has repeatedly tried to harm one or more other children; or where 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.

Somerset County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service 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.

Guidance on responding to and managing sexting incidents can be found at:
https://ceop.police.uk

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of peer on peer abuse the provision will:

Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.

Develop robust risk assessments where appropriate (e.g. Using Risk Assessment Management Plan and Safety and Support Plan tools).

Have relevant policies in place (e.g. behaviour policy).

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 ,Forced Marriage and practices such as breast ironing.
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.

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.

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).

Forced Marriage

The UK Government describes this as taking someone, usually overseas, to force them to marry (whether or not the FM takes place), or marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not). Breaching a Forced Marriage Protection Order is also a criminal offence.
When a disclosure or signs of FM are noted, staff should always alert the Headteacher immediately. We should never attempt to intervene directly as a school or through a third party. In such situations, the DSL will always call either Somerset Direct/Police and/or the Forced Marriage Unit on 020 7008 0151.

Breast Ironing/Binding

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

Faith Abuse

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

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

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

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

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."

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.

Historical Abuse

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

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

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

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

https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

Private Fostering

Private fostering is when a child under the age of 16 (18 if they are disabled) lives with someone who is not a close relative, guardian or person with parental responsibility for 28 days or more. Private fostering is not the same as fostering arranged by the local authority.

Children and young people become privately fostered for a variety of reasons

- Their parents live overseas and they come to this country to attend school
- Their parents are ill and cannot look after them
- Their parents work away from home, possibly abroad
- Their parents have come to the UK to study or work and require someone to look after their children
- They are teenagers who are estranged from their families

The law says that the Local Authority must be told about all private fostering arrangements. The child's parents or carers should notify us of the arrangement, although anyone else involved in making the arrangement or who is aware of it also has a responsibility to inform us.

The Children Act 1989, and section 44 of the Children Act 2004, outlines the legal duty of the local authority to make sure that the welfare of all privately fostered children is safeguarded and promoted.

A social worker will need to check the placement is suitable and that all the needs of the child or children are being met. They will also speak to the child or children to make sure that a thorough assessment of the placement is carried out.

When we are made aware a child may be privately fostered a request for involvement will be made to Somerset Direct.

Hate Crime

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

Sexting

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

Online Abuse

This type of abuse happens on the web, through social networks, playing online games or using a mobile phone. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people. eLIM is part of Support Services for Education. Support Services for Education provides a wide range of services to schools and other educational providers promoting educational excellence for all the children and young people of Somerset and beyond. To find out more about what we can offer you please visit our website www.SupportServicesforEducation.co.uk.

Harmful Sexual Behaviour

Sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't. However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled. If you're not sure whether a sexual behaviour is harmful find out about the signs, symptoms and effects of harmful sexual behaviour.

Grooming

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

Missing Children

Anyone under the age of 18 years is to be considered “missing” if he/she is absent from his/her place of residence without authority to a degree or in circumstances where the absence causes concern for safety of the child or a danger to the public” This includes children and young people who have been forced to leave home and those whose whereabouts are unknown and those who feel they have had to leave home (rather than making a positive choice to do so).

High risks concerns include where:

- The responsible adult has no indication when the child is likely to return
- The child develops a pattern of going missing repeatedly
- The child’s location is unknown, or reason for absence is unknown and there is cause for concern for the child because of their vulnerability
- The child is at high risk of CSE/gangs
- The child is pregnant or has a young child
- The child has a history of suicidal thoughts or behaviours
- The child is at risk of radicalisation

See Somerset Safeguarding Children Board Protocol for Children who go missing https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/2016/06/Missing-Children-Protocol.pdf

Children missing Education (CME) are children of compulsory school age who:

- aren't on a school roll, and
- aren't getting a suitable education other than at school

For more information, refer to the Somerset‘s Children Missing in Education Policy. 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. When children (who are NOT on holiday and/or whose reason for absence is unknown) the absence is recorded as unauthorised and the education provider makes good attempts to find the child. Should the child not be found the case should be referred following the Child Missing in Education process. The CME referral process does NOT replace Safeguarding procedures for the reporting of Child Protection concerns, which must be observed at all times.

MissingChildren MissingChildren@somerset.gov.uk

Elective Home Education Team EHETeam@somerset.gov.uk

Appendix B

Single Central Record (SCR)

Keeping an accurate Single Central Record is a statutory requirement and an essential part of keeping children safe in education and forms part of the statutory guidance Keeping Children Safe in Education (KCSIE) (DfE 2016) which applies to all maintained schools and academies. The SCR is covered by the statutory guidance included within KCSIE and is a requirement of the School Staffing Regulations (and Independent School Regulations for academies). Guidance about what information should be held on the SCR is outlined at paragraph 112 of the guidance

Single Central Record Checklist

	Yes	No	Action Required?
Is a single central record (SCR) in place for all staff (including supply staff)?			
Does the SCR include all others who work regularly or intensively with children, including volunteers?			
Are all members of the proprietor body included on the SCR? (For independent schools, free schools and academies)			
Does the SCR indicate that identity checks have been carried out and by whom?			
Is there evidence on the SCR that all staff have been checked against the Barred List (previously List 99)?			
Does the SCR record the date when the DBS and/or Barred List checks was carried out and who carried out the check?			
Does the SCR record that further overseas criminal checks have been undertaken as appropriate?			
Does the SCR record professional qualifications – where the qualification is a requirement of the job?			
Does the SCR record evidence that a Prohibition from Teaching check has been carried out on all teaching staff employed since September 2013?			
Does the SCR record evidence a check of “Right to Work” in the United Kingdom and suitability checks as appropriate?			
Have all *relevant* staff been asked been asked to complete a declaration confirming that they are not disqualified in line with the Childcare Act 2006 and the (Disqualification) Regulations 2009? Is evidence of these checks included on the SCR?			
Have copies of documents used to verify identity, qualifications and Right to Work in the UK been retained in individual personnel files?			
Does the SCR evidence that checks in respect of Section 128 directions have been undertaken for persons taking part in the management of an independent school including an academy or free school?			

NB: Schools are not required to keep copies of DBS certificates and in line with the Data Protection Act, copies of DBS certificates should not be retained for longer than 6 months.

Appendix C

Early Help

"Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years, through to the teenage years". Working together to Safeguard Children, March 2015.

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

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

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

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

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

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

Appendix D

Managing Allegations and Escalation

The statutory guidance 'Keeping Children Safe in Education (2016)' states that governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of designated safeguarding lead. All staff should be instructed that any allegation should be reported immediately to the designated senior manager. Written safeguarding procedures should reflect this guidance.

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

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

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

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

All allegations against staff are dealt with in accordance with 'Working Together 2015'. In addition, schools should have regard to Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2016). Should the allegation be about the designated lead or senior lead, allegations should be passed to a higher level such as a chair of governors or director.

Escalation

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

Transparency, openness and a willingness to understand and respect individual and agency views are core aspects of a safe multi-agency / inter-agency working. Good preparation, open lines of communication and planning by professionals who take responsibility for decision-making will ensure differences of view are kept to a minimum. However, disagreements may disadvantage the child or family involved if

they are not resolved constructively and in a timely manner.

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

Appendix E

SSCB referral routes Somerset Safeguarding Children Board

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

Report a child at risk

If you are worried about a child or young person who could be in danger please contact

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

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

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

We will always deal with any calls in the strictest confidence.

If you suspect child abuse:

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

Safeguarding is everybody's business.

Appendix F

An example of a letter to be signed by our staff on completion of reading this policy and Keeping Children safe (2016) part one and annex a.

Provision name …….
Academic Year ……..
Please sign and return to ……. …….(DSl)
by ……<insert date>…….

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

(1) The School/College's Child Protection and Safeguarding Policy
(2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance 2016

<Please insert any other relevant documentation/guidance for your school/college>

I am aware that the DSL's are:

…… ……
……..
…… …… …… ……
……

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available ……<insert location>……

Signed_____
Date_____

Appendix G

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

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

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

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

To report concerns contact the Regional Police Prevent Team:

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

Appendix H

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

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

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

The SSCB have developed a range of learning opportunities that have been informed by the Board's priorities, quality assurance activities and learning reviews, which aim to equip you in your tasks and enable you to work confidently alone and alongside others to keep children safe and promote their wellbeing. These training opportunities and a wide variety of information, advice, tools and resources is located on the website: http://sscb.safeguardingsomerset.org.uk/.

Somerset Direct

http://www.somerset.gov.uk/childrens-services/safeguarding-children/report-a-child-at-risk/

Useful Contacts

Consultation Line for Children's Safeguarding Leads', 0300 123 3078
Somerset Direct (Children's and Adult's) 0300 123 2224

- CAMHS Telephone Advice Line (12.00pm to 2.00pm Monday to Friday)
- Mendip 01749 836561
- South Somerset 01935 384140
- West 01823 368368
- GP's and Lead Professionals (9.00am to 4.00pm Monday to Friday)
- Early Help Advice Hub 01823 355803
- Emergency Duty Team (EDT) 0300 123 2327
- getset Mendip 01458 833017
- getset Sedgemoor 01278 446771
- getset South Somerset 01935 848942
- getset Taunton and West Somerset 01823 322508 / 01643 700030
- Prevent – Regional Police Prevent Team 01179 455536/539
- channelsw@avonandsomerset.pnn.police.uk

LGBT - stonewall.org.uk

- Somerset Drug and Alcohol Service (SDAS) 0300 303 8788
- Somerset Integrated Domestic Abuse Service (SIDAS) 0800 694 9999
- Somerset Partnership Integrated Therapy Service 0303 033 3002
- (9.00am to 12.00pm, Mon, Wed, Thurs, Fri)

Somerset Support for Education (SSE)

http://www.supportservicesforeducation.co.uk/

Includes Education Welfare, Governance, eLIM, Traveller Education and Property & Grounds services.

Provision name: St George's Catholic School
Academic Year: 2017/18
Please sign and return to Mark Braund – Designated Safeguarding Lead
by Friday 29th September 2017.

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

(1) St George's Catholic School Child Protection and Safeguarding Policy

(2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance 2016

I am aware that the Designated Safeguarding Lead is: Mark Braund

I am aware that the Deputy Designated Leads are: Helen Gabler, Damian Lake and Marjorie Bullock and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the Safeguarding File in the Staffroom

Signed_____

Date_____