

**CHILD PROTECTION/SAFEGUARDING POLICY**



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1. **Introduction**

This policy has been personalised for use within Brymore Academy, but is based on the Bridgwater College Trust (BCT) Safeguarding and Child Protection and is available for parents on the academy website.

Child protection is one of the most sensitive and challenging areas that educational settings work in. The governing body have a statutory duty under section 175 of the 2002 Education Act to ensure that effective policies and procedures are in place to safeguard and promote the welfare of children, and that the trust is sufficiently resourced to enable staff to carry out these duties. Also under the 1989 and 2004 Children Acts to make clear to parents and carers the legal framework that they operate under. The principal Government documents that underpin child welfare issues are the ‘Keeping Children Safe in Education’ September 2016: which provides statutory safeguarding regulations for all staff. All staff part of the BCT are given a copy of Part One of this document in line with updates and must sign to confirm receipt and Working Together to safeguard Children 2015: which establishes the fundamental principle of a child-centred approach to safeguarding and child protection procedures and services. It sets out detailed procedures for inter-agency working at each stage and highlights the need for a strong culture of continuous learning and improvements.

Terminology

Safeguarding’ is broader than ‘chi**l**d protection’. As well as protecting children from harm, ‘safeguarding’ widens the responsibility to preventing harm and promoting the well-being of children. The trust recognises that safeguarding and promoting the welfare of children includes:

* Protecting children from maltreatment
* Preventing the impairment of children’s health and development
* Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

Child protection refers to the processes undertaken to protect children and young people 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 academy, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child and young person 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. 0 Aims**

**2.1** Brymore Academy fullyrecognises the contribution we can make to protect children from harm and to support and promote the welfare of all who are registered pupils. The elements of our policy are prevention, protection and support. Our policy applies to all staff, volunteers, parents, carers, governors, directors, visitors and pupils.

**2.2** **Prevention** through the teaching and pastoral support offered to pupils within the whole trust protective ethos.  **Protection** by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child protection/radicalisation concerns**. Support** to pupils who may have been abused or neglected, directly or through those who work directly with, or care for them.

**2.3** We believe that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Brymore Academy is committed:

* To support the child’s development in ways that will foster security, confidence and independence.
* To provide an environment in which children feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
* To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities to identify and report possible cases of abuse.
* Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
* To maintain a system of monitoring of those thought to be at risk of harm, and to ensure that we, the Trust, contribute to assessments of need and support packages for those children.
* To maintain a system of effective communications and record keeping.
* To promote links with other agencies such as Social Care and the Police with a view to developing a productive and effective partnership.
* To ensure that all adults within our academy who have access to children have been checked as to their suitability.

Throughout this document, references are made to children and young people (c & yp). These terms are interchangeable and refer to children who have not yet reached their 18th birthday. This therefore includes pupils and ex-pupils visiting our academy and any pupil attending our partner institutions.

It’s everyone’s responsibility at Brymore Academy to make sure their approach is child centred and should consider, at all times, what is in the best interests of the child.

**3.0 Roles and Responsibilities- Creating a culture of safeguarding**

Our procedure for safeguarding C&YP will be in line with Somerset Local Authority (the LA) and Somerset Safeguarding Children Board (SSCB) Child Protection Procedures and ‘Working Together to Safeguarding Children 2015’. The trust will ensure that:

**3.1 Board of Trustees**

* Understand child protection issues and the policies and procedures which are in place in the academies to safeguard and promote the welfare of children.
* Ensure that sufficient resources are allocated in each academy to safeguarding.
* Appoint a Trustee to lead the Board in meeting its Safeguarding obligations. BCT Safeguarding Lead is Carole Chevalley.
* Ensure each Local Governing Body has a member who is the designated governor with responsibility for Safeguarding and E-Safety.
* Encourage Local Governors to attend Safeguarding Training.
* Review the Local Governing Body (LGB) annual reports
* Review the Safeguarding Policy annually
* At all times, the CEO and board of Trust members will ensure that safer recruitment practices are followed. The Trust operate robust safer recruitment procedures and ensure all appropriate checks are carried out on new staff, governors and volunteers. At least one interviewer at every interview will have received training in safer recruitment.

**3.2 Local Governing Body**

* The Governors will ensure all academies complete the online Somerset Annual Governors Safeguarding Audit s175. The audit is to ensure we are reaching statutory requirements and understand the base line expected from safeguarding in accordance to DfE Keeping Children Safe in Education 2018.
* Monitor the resources that are made available in the academy to enable the necessary tasks to be carried out properly under inter-agency procedures, including attending meetings, collating and writing reports, staff training, etc.
* Understand child protection issues and the policies and procedures which are in place in the academy to safeguard and promote the welfare of all children in the academy.
* Appoint a member of the Local Governing Body as the designated governor with responsibility for Safeguarding and E-Safety.
* Ensure the Child Protection Local Governor attends the Safer Recruitment Training and appropriate refresher courses.
* The Child Protection Local Governor should be proactive in seeking out information about developments and issues related to safeguarding children and should meet with the Academy’s Designated Safeguarding Staff at least twice in an academic year.

**3.3. Leadership Team**

* Monitor the role of and offer support to the Designated Child Protection Staff
* Monitor, evaluate and review policies and procedures related to Safeguarding
* Ensure that all adults are suitable to work with children.
* Promote an ethos where children and young people feel secure and are encouraged to use their preferred means of communication, and are understood by adults using inclusive communication skills and strategies (see European Convention on Human Rights and Health and Social Care Act 2012)
* Promote approaches to ensure that children and young people know which adults they can approach if they are worried or are in difficulty.
* Promote approaches and activities, when appropriate, which equip children and young people with the skills they need to stay safe from abuse and which, will help them develop realistic attitudes to the responsibilities of adult life.
* Ensure that, wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

**3.4 Designated and Deputy Safeguarding Staff**

* Ensure that staff training on the Academy procedures on the issues of safeguarding children is up to date and carried out in accordance to statutory guidelines. All staff and volunteers to be trained in SSCB Basic Awareness Cascade Training pack, and WRAP, including all e-learning modules for FGM and Channel process.
* All staff to receive annual updates in order to develop their understanding of the signs and indicators of abuse, how to respond to a C&YP who disclosed abuse and the procedure to be followed in appropriately sharing a concern of possible abuse.
* Act swiftly and appropriately to all concerns reported by staff and take a decision if a referral is needed to Somerset Direct. Informing the Head teacher of any issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
* Ensure that all records are well maintained and follow confidentiality procedures.
* Attend strategy, initial child protection conferences and any subsequent core group meetings. Supporting children and young people in accordance with her/his agreed child protection plan.
* Ensure staff keep child protection issues at the forefront of our work and know who in the academy the DSL is.
* Ensure all designated and deputy safeguarding staff attend appropriate training and support for their role (training in child protection and inter-agency working must be carried out every two years for staff members at the appropriate level)

Brymore Academy follows the SSCB Training Protocol.

* In addition to formal training refresh their knowledge and skills via e-bulletins, meetings with other designated safeguarding leads or simply reading safeguarding developments at regular intervals.
* Act as a source of support, advice and expertise for staff.
* All parents/carers are made aware of the academies’ responsibilities in regard to safeguarding procedures through publication of the Trust’s Safeguarding and Child Protection policy, available on all academy websites. Brymore Academy also makes available a safeguarding policy tailored to its need, which is also available from the website.
* All adults (including supply teachers and volunteers) new to our Trust will be made aware of the Brymore Academy’s policy and procedures for child protection including the names of the Designated Safeguarding Lead.

**3.5 Teachers and Support Staff**

* If you have any concerns speak with the DSL, complete a cause for concern form about any child with reference to safeguarding issues.
* Keep safeguarding issues at the forefront of our work.
* Ensure you will read and sign to confirm receipt of the following documents: Safeguarding/Child Protection Policy, Code of Conduct, Keeping Children Safe in Education Sept 2018, DfE Prevent Duty, Whistle Blowing Policy and “What to do if You’re Worried a Child is Being Abused”. Copies are available in each setting please speak with the DSL.
* Contribute to the Early Help process to support children and families.
* Attend all statutory training delivered on the issue of safeguarding children.
* Attend any relevant meetings concerning a student if deemed appropriate.

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**4.0 Handling a disclosure and procedures**

**4.1** Where it isbelieved that a child or young person is suffering from, or is at risk of, significant harm, staff members follow the procedures set out in the South West Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk)) and the Somerset Safeguarding Children Board (SSCB) documents which can be found at <http://sscb.safeguardingsomerset.org.uk>

**4.2** Our procedures make it clear, that the welfare of the child or young person is of paramount importance. This takes precedence over sensitivities about relations with parents, the likely reaction of other parents/carers and the community and any wish a child or young person might have for complete confidentiality (which cannot be guaranteed). Staff not following procedures could put themselves and the child concerned at risk. So long as the agreed procedures are adhered to, all staff may need the general contextual information to support a child’s welfare however private and individual circumstances should only be discussed with the Designated Safeguarding Lead, who will inform others on a ‘need to know’ basis.

**4.3** Staff should always discuss their concern with the DSL. Staff will be asked to complete a cause for concern (Please see Appendix C) This form must be returned directly to the DSL as soon as possible on the same day for further discussion and agreed actions.

**4.4** If a child or young person has directly disclosed a safeguarding concern, these notes can be recorded on paper and attached to a cause for concern sheet, to provide further context and returned to the DSL. Staff are reminded NOT to e-mail initial concerns.

**4.5** Staff to: **Receive – Reassure – Respond – Record**

* **Receive** – Remember what courage it took for that young person to talk to you – it is a privilege that you were the trusted person. Respond without showing any signs of disquiet, anxiety or shock. Don’t be judgemental. Take what they are saying seriously and believe them.
* **Reassure** – Don’t over react emotionally or physically – a child can feel they have upset the adult too much and may not continue. Empathise with, acknowledge how hard it must have been to tell you. Stay calm, tell them; that they have done the right thing in letting you know.
* **Respond -** Don’t interrogate them, let them tell you as far as possible. Don’t criticise or judge the abuser, the C&YP may have feelings for him or her: remember abuse often happens by someone known and trusted by the C&YP. Explain what will happen next; you will speak with the designated safeguarding lead.
* **Record** – Date and time, any information – always use the words said to you: never interpret what was said and put it in your own words (this information could be used as evidence) Make factual note of any injuries you have seen or been shown: use a body map including as much detail as possible e.g. size of bruise, colour, location, etc. Sign and date everything that you record. Get support for yourself taking a disclosure can be distressing.

**4.6** Members of staff not following procedures could put themselves at risk of disciplinary action and the child concerned at risk. As long as the procedures are adhered to, members of staff will receive the full support of the Trust and the LA.

**4.7** Where, following the assessment of a situation and all information, it is believed a child or young person is suffering or likely to suffer, then a referral will be made to Somerset Direct by phoning 0300 123 2224 Emergency Duty Team 0300 123 2327 (out of hours service)

**4.8** In all instances the DSL will be asked to complete an Early Help Assessment (EHA) as part of the level 4 referral. In many cases the concerns do not reach the threshold for a Child Protection referral. Guidance to aid with determining and assessing the level of referral can be found using ‘Effective Support for Children and Families in Somerset’

**4.9** In many cases the concerns do not reach the threshold for a Child Protection Level 4 referral but that of a child in need assessment or Level 3 referral. This is the function of the Early Help Assessment (EHA) and Team around the Child (TAC). This will identify a lead professional who will bring appropriate professionals together to empower the family to address concerns raised. As part of KCSiE 2018 “All staff should be aware of the early help process, and understand their role in it” Details of this process are available at: <http://professionalchoices.org.uk>

**4.10** The Effective Support for Children and Families in Somerset threshold document aims to inform schools, settings and other agencies about the suitable action to take when a child or young person has been identified as making inadequate progress or having an unmet need. At BCT whenever possible we will ensure that early intervention is actioned via either universal or additional services e.g. PFSA or HSLW or if assessed as Level 3 through the Early Help Assessment process. Early Help is effective in promoting the welfare of children and their families than reacting later. 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.

**4.11** Any member of staff, volunteer, visitor or parent/carer having concerns that a child may be at risk of harm can contact Somerset Direct via 0300 123 2224. In accordance to KCSiE 2018. Please inform the DSL on the next available working day.

**4.12** There is a document Child Protection Procedure Checklist for Staff set as Appendix B, this will help to make an assessment.

**5.0 Identifying abuse**

**5.1** Staff who have day-to-day contact with children and young people are particularly well placed to observe outward signs of abuse such as changes in behaviour and developmental concerns. A child protection concern may come to the attention of staff in a variety of ways, such as pupil disclosure, third party disclosure or staff suspicion.

**5.2** Any suspicion, allegation, or incident of abuse must be reported to the Designated Safeguarding Lead immediately.

**5.3 Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scaling, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Where your concern is about physical abuse, make sure you note where on the body the injury is and describe shape and size, be careful to record the factual evidence i.e. what you can actually see, not you opinion of how the injury may have been sustained. Use a body map with the cause for concern form.

**5.4 Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children, that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber 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. Emotional abuse is hard to evidence so detail a number of events that have led to your concerns.

**5.5 Sexual Abuse** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. If a child or young person discloses to you any such incident record as much detail as possible what was said, who was there, and the child or young person’s emotional state throughout the disclosure. Make sure your notes are dated at the time of the disclosure and kept securely.

**5.6 Neglect** is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

* Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
* Protect a child from physical and emotional harm or danger.
* Ensure adequate supervision (including the use of inadequate caregivers) or
* Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child’s basic emotional needs. If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person’s development. The Designated Safeguarding Lead will have access to previous concerns.

**5.7. 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.

**5.8 Child on Child (Peer on Peer) Abuse** in the event of physical or emotional abuse of one child by another, or by a group of children, the matter is taken seriously and dealt with accordingly, either through the procedures in this policy or the Anti-Bullying Policy. Examples may include inappropriate use of internet, a campaign of text messages or the sharing of indecent images. Other examples may include gender issues which may be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Any such abuse which puts children at significant risk will be referred to local agencies and will not be passed off as ‘banter’ or ‘part of growing up’

The DSL will consider each case and decide whether it is appropriate to follow anti-bullying strategy or safeguarding procedures, and when in doubt they will consult with the consultation line via Somerset Direct First Response Team.

Reference to such abuse to an external safeguarding agency will be made if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

**5.9 Child Sexual Exploitation (CSE)**

‘Child sexual exploitation is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. Consent is irrelevant, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and may occur online.’

Child exploitation can occur through the use of technology without the child’s immediate recognition: for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

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

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

Staff are aware of the signs and indicators of CSE through their child protection training and regular updates via emails, newsletters and staff meetings. While professional judgement may lead you to be concerned about this matter please speak with the DSL as SSCB have developed a screening tool to help in our assessment.

Staff to be vigilant for the less obvious signs of CSE, which could include:

* Receipt of unexplained gifts or new possessions
* Strong desire for money
* Unexplained episodes of not attending school, going missing for periods of time or regularly coming home late
* Sudden change in type of clothing worn
* Gang association or association with other young people involved in exploitation
* Collected and dropped off by car by unknown adults
* Change in negative relationship with family and friends
* Having older boyfriend or girlfriend
* Sexually transmitted infections
* Bruising suggestive of physical or sexual assault
* Attempting to exploit younger children themselves

**5.10 Radicalisation**

The Counter Terrorism and Security Act 2015 places a duty on specific authorities, which includes schools to have, ‘due regard to the need to prevent people from being drawn into terrorism (PREVENT duty)’. PREVENT is part of the Government’s counter terrorism strategy. Its aim is to stop more people becoming terrorists or supporting terrorism in all its forms.

Schools can build people’s resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. It is important to emphasize that the PREVENT Duty is not intended to stop people debating controversial issues – school should be a safe place for children and young people to understand the risks associated with terrorism and develop knowledge and skills to challenge extremist ideas and arguments.

The Academy has clear procedures in place to safeguard children at risk of radicalisation.

If a member of staff has a concern about a particular pupil, they should follow the Academy’s safeguarding procedure – see Appendix D, the Channel Referral process.

The purpose of the Academy’s PREVENT strategy is to protect students from the risks of radicalisation. This awareness is planned and delivered through the Academy’s social, moral, spiritual curriculum (SMSC) and keep safe curriculum. It aims to raise student awareness of the dangers of radicalisation, by providing information to know how to keep themselves safe.

**5.11 Female Genital Mutilation (FGM)**

Female genital mutilation or female circumcision or female genital cutting is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, staff need to be aware of risk indicators:

* Where the family is less integrated within UK society.
* Where the mother or other women in the extended family have also been subject to FGM
* Where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.
* Indicators that it might be about to take place include:
* Being a girl between the ages of 5 to 8 within a community where FGM is practised
* When a female family elder visits, particularly if she arrives from another country
* A girl talking about a ‘special procedure’ or saying that she is attending a special ceremony to become a woman
* A girl being taken out of the country for a prolonged period

In the UK where it is considered to be Child Abuse, FGM is illegal. It is also illegal to take a child abroad for FGM purposes. Section 5B of the Female Genital Multination Act 2033 places a statutory duty to report to the police concerns of FGM on a girl under 18.

**5.12 Forced Marriage**

Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following cohesion, intimidation, threats and possibly physical and sexual abuse. This is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Possible signs:

* Being withdrawn from education by those with parental responsibility
* Not allowed to attend extra-curricular activities
* Sudden announcement of engagement to a stranger
* Prevented from going onto further/higher education

Further points for consideration:

* Physical, emotional and behavioural signs are all important
* There may be reasons other than abuse which could explain the child’s symptoms and concerns.
* Always consider the age and stage of development and your knowledge of that child as an individual
* Attitudes of parents and carers are important – how do they behave towards the child?
* We must consider the whole context of the child’s life: is the child being bullied? What is happening at home?
* Attitudes towards culture, class and individual approaches to child rearing must not cloud any judgement about whether a child is being abused.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. We will always support any concerns to social care and/or Police. If staff are concerned about a possible forced marriage, report to the DSL immediately.

**5.13 Honour-based violence/faith abuse**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based/faith violence might be committed against people who:

* become involved with a boyfriend or girlfriend from a different culture or religion
* want to get out of an arranged marriage
* want to get out of a forced marriage
* wear clothes or take part in activities that might not be considered traditional within a particular culture

Girls are the most common victims of honour based/faith violence however it can also affect boys. Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’ might include:

* domestic abuse
* threats of violence
* sexual or psychological abuse e.g. breast ironing.
* forced marriage
* being held against your will or taken somewhere you don’t want to go
* assault

**5.14 Fabricated induced illness**

Fabricated or induced illness is a condition whereby a child suffers harm through the deliberate action of her/his parent/carer and which is attributed by the adult to another cause.

The possibility of fabricated or induced illness should be considered where there are discrepancies between professional and parental/carer perceptions of the child’s needs or of any illness or disability and where a possibility of significant harm to the child.

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

* **fabrication** of signs and symptoms. This may include fabrication of past medical history
* **fabrication** of signs and symptoms and falsification of hospital charts and records, and specimens

of body fluids. This may also include falsification of letters and documents.

* **Exaggeration** of symptoms/real problems. This may lead to unnecessary investigations, treatment

and/or special equipment

* **Induction** of illness by a variety of means..

Whilst difference of opinion do arise out of normal parental concerns and anxieties, you should be alert to the possibility that a small number of parent/carers will either fabricate or induce illness in their children. Any concerns should be reported immediately to the designated safeguarding lead.

**5.15 Handling youth produced sexual imagery or Sexting** increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. Making, possessing and distributing any imagery of someone under 18 which is ‘indecent’ is illegal. This includes imagery of yourself if you are under 18. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Children under 13 are given extra protection from sexual abuse under the Sexual Offences Act 2003. Any situations involving children under 13 and youth produced sexual imagery must be taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour.

If you have any concerns involving youth produced sexual imagery or a disclosure is made to you please speak with the designated safeguarding lead as soon as possible

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**Step 2** – seek advice report to DSL.

**Step 1** - If a device is involved – confiscate it and ask the child to switch it off.

The designated safeguarding lead will follow the guidance UK Council for Child Internet Safety (UKCCIS – Sexting in schools and colleges: Responding to incidents and safeguarding young people) Further advice can be sought from Professionals Online Safety Helpline on: 0844 381 4772. If a number of circumstances around the concern are present a referral to Somerset Direct and call to the Police will be made. If none of the circumstances are present, the concern will be managed within the academy and without escalating to external agencies. In all circumstances contact with parents/carers will be made.

All incidents of sexting will be recorded, including both the actions taken as well as actions not taken and given justifications. Record all details of the incident, action and resolution, this document to be counter signed by academy head teacher.

**5.16 Online** Mobile phones, laptops, iPads and other on-line type products are integrated into all our lives. However, there are those that seek to use these for their own or other gratification. The link below provides more information on on-line safety and cover issues as:

* bullying, including online bullying and prejudice-based bullying, radicalisation and/or extremist behaviour.
* Child sexual exploitation and trafficking
* The impact of new technologies on sexual behaviour e.g. sexting

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

Via e-learning and Information Management (eLIM) and the Somerset Safeguarding Childrens Board (SSCB) and the South West Grid for Learning, will consider any improper use as a possible safeguarding concern, which should be considered as a child protection issue and discussed with the Designated Safeguarding Lead.

**5.16** Communication with children and young people (including the use of technology)

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, digital devices, websites and blogs. Staff should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child, other than that which might be appropriate as part of their professional role. Staff should ensure that all communications are transparent and open to scrutiny.

Staff should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour that could be construed as grooming. They should not give their personal contact details to children including email, home or mobile telephone numbers, unless the need to do so is agreed with the Head Teacher and parent/carers. This also includes communications across the internet.

The academy email system will be used in accordance with the agreed user policy. This clearly states that all adults will;

* Not give their personal contact details to children and young people
* Only use equipment provided by the Academy to communicate with children, making sure that parents/carers have given permission for this form of communication to be used.
* Only make contact with children and young people for professional reasons and in accordance with other agreed Academy policies.
* Recognise that text messaging is very rarely an appropriate response to a young person in a crisis situation or at risk of harm.
* Not use web based communications to send personal messages to children from the Academy.

Guidance for safer working practice for adults who work with Children and Young People in education settings Oct 2015.

Adults who work with children and young people should not seek to have social contact with them or their families, unless the reason for this contact has been firmly established and agreed with senior managers. If a child or parent seeks to establish social contact, or if this occurs incidentally, the adult should exercise his/her professional judgement in making a response but should always discuss the situation with their manager and the parent/carer of the child or young person. Adults should be aware that social contact in certain situations could be misconstrued as grooming.

Where social contact is an integral part of work duties, care should be taken to maintain appropriate personal and professional boundaries, this also applies to social contact made through interests outside of work or through the adults own family or personal networks.

It is recognised that some adults may support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the adult for support outside of their professional role. In these cases, a discussion with the Head Teacher of the academy will determine the appropriate course of action and referrals for agency support.

**6.0 Children Missing from Education (CME)** Attendance, absence and exclusions are closely monitored. A child or young person going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The academy will monitor absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

**Elective Home Education** (EHE) when appropriate we will advise the Local Authority of when children leave the provision to be electively home educated at the earliest moment.

**Reduced Time Tables** should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim the child or young person returns to full time education at the earliest moment or other provision sought to ensure the child or young person has their full entitlement.

**School Admissions** in following good practice should a child or young person not be successful in obtaining a place at our academies we will alert the Local Authority School Admissions at the earliest moment.

**7.0 Confidentiality**

**7.1** Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

**7.2** No adult must ever guarantee confidentiality to any child or young person. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

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

**7.4** Brymore Academy is clear about the need to record any concerns held about a child or young person within an academy, the status of such records and when these records should be passed over to other agencies. Record concern, actions and justifications.

**8.0 Child Protection Records** – are a mixture of paper (kept securely) and separate electronic

**8.1** A brief summary of concerns will be recorded and kept in a bound book which will be kept securely. This will indicate who has been notified, including parents and if Somerset Direct has been contacted and if a referral has been made.

**8.2** Paper information is kept in a secure cabinet with access restricted to the Designated Safeguarding Lead (& Deputy) and the Safeguarding Team. All child protection concerns should be included in the child protection file separate from the child’s school file. Identification on the child’s school file that there is a child protection record is good practice.

**8.3** Computer access is restricted to the Safeguarding Team, Head Teacher, Deputy Head Teacher only.

**8.4** If a member of the Safeguarding Team wish to remove the child protection file they should speak with either the Designated Safeguarding Lead or Deputy Safeguarding Lead. The removal of a file should be recorded in the log book. The entry to include the name of the person removing the file, the reason why they are removing the file, the destination and signed and dated when the file is taken and returned.

**8.5** If a member of the Safeguarding Team removes a file to take to a meeting or conference they should inform the Designated Safeguarding Lead or Deputy and when the file is returned.

**8.6** Cause for concerns forms are regularly reviewed to ensure accuracy and completion of all necessary information. The forms to be scrutinised by another member of the Senior Academy Management Team or Safeguarding Governor to ensure an independent overview to identify any patterns of concerns and that agreed actions have been completed. Also read reports sent to CSC for conferences, to ensure our records are clear and accurate, clearly distinguish between fact and opinion, hearsay and direct information.

**8.7** Transfer of information - when a child or young person moves to another educational establishment, all child protection records are sent to the receiving Designated Safeguarding Lead they are sent recorded delivery separate from their school records and marked as strictly confidential. The records are sent within 15 working days and are sent with a written confirmation of receipt of the records to be returned to our DSL as soon as possible.

**8.8** It is recommended that a child or young person’s child protection records are kept for 10 years after they leave compulsory education.

**8.9** Protection of electronic records is covered in the Academy’s Data Protection Policy which complies with the Data Protection Act 1998.

**9.0 Boarding**

**9.1**. Brymore Academy has boarding provision and as such, will be particularly alert to safeguarding and child protection in boarding time. Brymore Academy Designated Safeguarding Lead also works in boarding ensuring that safeguarding is a key priority at all times.

**9.2** Children and young people can be particularly vulnerable in residential settings and as such the academy complies with the guidance DfE Boarding Schools National minimum standards April 2015 (to be reviewed March 2017)

**9.3** Within the Boarding context, relationships may develop. The academy forbids sexual acts between pupils. The academy aims to keep such incidents confidential from other pupils but will always refer concerns to Somerset Children’s’ Services for advice. Please read Brymore Academy Sexualised Behaviours Policy and Procedures available on the academy website.

**9.4** Peer abuse – where there is suspicion of abuse between pupils, the academy recognises the importance of rapid investigation (notwithstanding its duty to refer (if it meets threshold) to Somerset Children’s Services for advice. The possibility of peer abuse at Brymore is minimised by: an open atmosphere of mutual trust among the boarding community; experienced, trained boarding staff; good staff provision and supervision; access to Academy Mental Health & Wellbeing Practitioners.

**9.5** The academy has, and implements effectively, appropriate policies for the care of the boarders who are unwell and ensures that the physical and mental health and emotional wellbeing of boarders is promoted.

**10.0 Children staying with host families**

Boarding students, with parental consent, to make arrangements for the boarder to stay with a host family to which they are not related. For this to occur permission from both sets of parents/hosts will need to be obtained 24 hours in advance of the arrangement.

Where the academy has not been involved in making arrangement but a member of staff at the academy becomes aware that a child or young person may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person’s home, they should raise this in the first instance with the Head of Boarding and he/she will advise the DSL if there is a child protection concern.

**11**.**0 Early Years Setting**

**11.1** This policy applies to the Trust’s provision for the Early Years Foundation Setting responsibility for safeguarding within this setting is set out in Annex 1.

**11.2** Only academy cameras and iPad/laptop are to be used in EYFS. Staff must not use their own mobile phones or other cameras to take photographs within the EYFS setting. All staff are required to adhere to the ICT Acceptable Use Policy, and specifically to ensure that any images taken of children are appropriate and stored and managed safely.

**11.3** Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in children’s behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern) and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (Statutory Framework for the EYFS (2014) Section 3.6)

**12.0 Whistleblowing**

**12.1.** The trust recognise that C&YP cannot be expected to raise concerns in an environment where staff fail to do so.

**12.2** All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues – see the Trust’s Whistleblowing Policy.

**12.3** The Trust Whistleblowing Policy is intended to provide employees with a procedure for raising concerns and resolving these within the Trust. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

* General guidance can be found at - Advice on Whistleblowing
* The NSPCC whistleblowing helpline is available for staff you call 0800 028 0285 – line is available from 8am – 8pm Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**13.0 Allegations Against Staff**

**13.1** All staff should take care not to place themselves in a vulnerable position with a C&YP. There are sensible steps that every adult should take in their daily professional conduct with children. These can be found in the Safe working practice for protection and children and staff in education settings.

**13.2** Staff should understand, that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the academy staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. BCT have a Code of Conduct which sets out our expectations of staff and is signed receipt by all staff members.

**13.3** There are sometimes occasions when some form of physical contact is inevitable, for example, if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. Staff in our academies know that they should avoid placing themselves in vulnerable situations and always ensure there are two members of staff present when for example a child needs to remove an article of clothing or needs changing following a toileting accident.

**13.4** If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors will ideally be left open.

**13.5** The member of staff receiving the allegation of abuse against another member of staff or volunteer should report this immediately to the Chief Executive Officer or Trust Safeguarding Lead, unless the Chief Executive Officer or the Trust Safeguarding Lead are the persons against whom the allegation is made. An allegation against the Trust Safeguarding Lead should be reported to the Chief Executive Officer, immediately. An allegation against the Chief Executive Officer should be reported to the Trust Safeguarding Lead, who will contact the Nominated Trustee immediately.  All staff to follow the procedures in the Trust policy Managing Allegations against Staff January 2017.

**13.6** These concerns will then be discussed with the Trust HR Manager and a decision will be collectively made whether this is a child protection concern. If it is assessed as a CP concern, a call to the LADO (Local Authority Designated Officer) will be made and completion of an ARF (Allegations Referral Form) will take place. The Trust will subsequently follow advice and guidance from the County Safeguarding Team. Call to the LADO will be made via the Somerset First Response team on 0300 123 2224. If assessed as an internal disciplinary matter, it will be dealt with within the Trust. All concerns are documented and securely held with the Trust HR Manager.

**14.0 Attendance at Child Protection Conferences**

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

**14.2** Occasionally, there may be information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the Independent Reviewing Officer (IRO) of the conference will discuss the matter with the parents/carers beforehand.

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

**14.5** Safeguarding team members may contribute to the process of risk assessment and the decision about the child or young person being in receipt of a child protection plan.

Useful Information:

[www.somersetsafeguardingchildrenboard.org.uk](http://www.somersetsafeguardingchildrenboard.org.uk)

Somerset Direct: 0300 123 2224 [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)

Consultation Line for DSL: 0300 123 3078

Out of hours duty team: 0300 123 2327

Education Safeguarding Advisor 01823 355014

Early Years Safeguarding Advisor 01823 355492

Further advice on child protection is available from:

NSPCC <http://www.nspcc.org.uk>

Child line <http://www.childline.org.uk/pages/home.aspx>

CEOPsThinkuknow: <http://www.thinkuknow.co.uk>

The UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The Prevent Duty: <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf>

Appendix A

|  |  |  |  |
| --- | --- | --- | --- |
| **Designated Safeguarding Lead** | Mr Luke Winter | 01278 652369 | lwinter@educ.somerset.gov.uk |
| **Acting**  **Deputy Safeguarding Lead** | Mr Duncan Bagshaw | 01278 652369 | DBagshaw@educ.somerset.gov.uk |
| **Designated Lead for Looked After Children** | Mr Luke Winter | 01278 652369 | lwinter@educ.somerset.gov.uk |
| **Name of Single Point of Contact (SPOC) Prevent Lead** | Mr Luke Winter | 01278 652369 | lwinter@educ.somerset.gov.uk |
| **Name of Designated Lead for CSE** | Mr Luke Winter | 01278 652369 | lwinter@educ.somerset.gov.uk |
| **Name of Governor responsible for safeguarding** | Mr Ben Houlihan | 01278 455464 | houlihanb@bridgwater.ac.uk |

**Appendix B**

**Child Protection procedure checklist**:

If:

* A child or young person discloses abuse, or
* You suspect a child may have been abused, or
* You witness an abusive situation involving another professional

You **Record and Report**:

* **Respond** without showing any signs of disquiet, anxiety or shock
* **Enquire** casually about how an injury was sustained or why a child appears upset.
* **Confidentiality must not be promised** to children, young people or adults in this situation.
* **Observe** carefully the demeanour of behaviour of the child or young person.
* **Record** in detail what has been seen and heard. Record date, time, place and any noticeable non-verbal behaviour.
* **Do not interrogate or enter into detailed investigations**

Asking questions is fine to help understand what the issue is. Ensure the questions are open and give the child the ability to clarify.

* **It is important NOT to ask leading questions**
* **It is important to know when to stop asking questions and listen.**
* **It is important not to interrogate.**

Types of questions you can ask:

* Tell me (tell me what happened)
* Explain (explain what you meant by)
* Where did this happen/where were you
* When did this happen

Remember you are only clarifying with the child or young person if something concerning did happen or could have happened from the information they give you.

Then **REPORT** to Designated Safeguarding Lead or member of the safeguarding team they will make the decision if a referral to Somerset Direct is required.

Staff **MUST NOT**

* Investigate suspected/alleged abuse themselves. Children’s Social Care and the Police are the only agencies that can investigate allegations of abuse
* Evaluate the grounds for concern
* Seek or wait for proof
* Take photographs of any injury
* Seek or wait for proof
* Discuss the matter with anyone other than DSL, safeguarding team, Somerset Direct

**APPENDIX C CAUSE FOR CONCERN REPORTING FORM**

This form is to be completed on all occasions when there is a cause for concern in relation to the welfare of a child or young person and given to your Designated Safeguarding Lead.



**Appendix D Prompt sheet for Child Protection referrals**

Where, following the assessment of a situation, it is considered a child or young person is at risk of immediate and significant harm, a child protection referral will be made by a member of the safeguarding team in discussion with the DSL/Deputy DSL.

Please refer to the Somerset document Effective support for Children and Families in Somerset to help bring together all necessary information on your EHA referral for Level 4 involvement from other agencies.

Designated Safeguarding leads can also use the SSCB Consultation Line to discuss cases they have concerns about.

Before making a referral through Somerset procedures, the following information should be available:

Child’s details:

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

Family details:

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

Provision history:

* How long has the child or young person attended the academy
* Attendance record – check if there has been a problem with attendance, look out for any patterns that emerge from attendance records.
* Behaviour- how does the child present? Check for any repeated patterns of behaviour, or sudden changes of behaviour. Do these relate to a change in circumstances at home?
* Relationships with parents, provision, other agencies: good, non-existent, volatile?

Child Protection history:

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

Informing the parent:

In most cases it is agreed that it is better to tell the parent that you intend to refer to Children’s Social Care or the Police but if you think telling may put the child or young person at more risk, take advice first.

**Appendix E Process map for staff reporting a concern of Prevent and Chanel**

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

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| Member of staff identifies concern |

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| --- |
| Concern reported to Designated Safeguarding Lead |

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| --- |
| DSL with staff member gather more information where possible and identifies what further action is required |

|  |
| --- |
| If there is no immediate risk |

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| --- |
| 1. Speak with Somerset Direct/DSL Consultation Line/EHA |

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| --- |
| 2.Call 101 and ask for Local Policing Team |

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| --- |
| And/or your other options are: |

|  |
| --- |
| 5.Call the Anti-terrorist Hotline 0800 789 321 |

|  |
| --- |
| 4. Email:  channelsw@avaonandsomerset.pnn.police.uk |

|  |
| --- |
| 3.Contact your **Regional Police Prevent & Channel Lead**  (DI Mandy Pilling 07585307109)  (DI Sam Norman 07881268432) |

**Appendix F Protocol for resolving professional differences**

|  |  |
| --- | --- |
| **Step** | **Action** |
| One | **Preventing Dispute (within 24 hours)**   * Agency A (Challenger) contacts Agency B (Challenged) * Internal business as usual resolution |
| Two | **Informal Dispute Procedure (within 72 hours)**   * Issue not resolved * Agency A (Challenger’s Line Manager/or agreed other role) contacts Agency B’s Line Manager for discussion and negotiation * Agree a timescale for a response from the Challenger’s Line Manager/ or agreed other role |
| Three | **Formal Dispute Procedure (5 working days from receipt)**   * Issue not resolved * Agency A (Challenger) completes ‘Resolving Professional Differences’ form and sends to Agency B (Challenged) * Copying in SSCB ([SSCB@somerset.gcsx.gov.uk](mailto:SSCB@somerset.gcsx.gov.uk)) and relevant agency listed on form. * The form should contain full details of all discussions and actions undertaken and the outcome of the process once differences have been resolved. * See Appendix One for ‘Resolving Professional Differences’ form |
| Four | **Where Dispute Remains**   * Issue not resolved * Agency B (Challenged) completes and responds to form received. * The form should contain full details of all discussions and actions undertaken and the outcome of the process once differences have been resolved. * Copying in SSCB ([SSCB@somerset.gcsx.gov.uk](mailto:SSCB@somerset.gcsx.gov.uk)) and relevant agency listed on form. * SSCB Audit Officer reviews outcomes and learning and includes in report to SSCB Quality and Performance Sub Group |
| Five | **Dispute Cannot Be Resolved**   * Issue not resolved * Refer to the Chief Executive or agency senior lead to seek a resolution with their counterpart. |
| **If still not resolved, referral to the SSCB Independent Chair (last resort)** | |