



# Bridgwater & Taunton College Trust

## Safeguarding and Child Protection Policy

<b>Title</b>	BTCT Safeguarding and Child Protection Policy (version 5)
<b>Created</b>	September 2020
<b>To be reviewed</b>	September 2021
<b>Version</b>	7
<b>Originator</b>	Sally Power

Signature of Andy Berry On behalf of sponsor		Date 25/02/2021
Signature of Peter Elliott On behalf of Bridgwater & Taunton College Trust		Date 25/02/2021

Review by full board of Trustees Approval Date	25 <sup>th</sup> February 2021
Policy renewal date	September 2021

**History of most recent policy changes:**

Version	Date	Page	Change	Origin of change e.g. BCT request, change in legislation
1	15 March 2017	Whole Document	New BCT safeguarding and CP Policy	Update reflect changes to legislative guidance Keeping Children Safe in Education 2016 and development of BCT Policies
2	1 November 2017	Whole Document	Update in light of SSE Model Child Protection and Safeguarding Policy	Request from Academy
3	20 June 2018	Whole Document	Update reflect changes to legislative guidance Keeping Children Safe in Education 2018 and development of BCT Policies	KCSiE September 2018
4	2 September 2019	Whole Document	Updated to reflect changes to legislative guidance and changes to national policies and procedures.	Keeping Children Safe in Education (September 2019)  Working together to Safeguard Children (March 2018)  Somerset Safeguarding Partnership (SSP) previously Somerset Safeguarding Children's Board.
5	2 September 2020	Whole Document	Updated to reflect changes to legislative guidance and changes to national policies and procedures. The Trust has an addendum to this policy during Covid 19 pandemic.	Keeping Children Safe in Education (September 2020)
6	10 August 2021	Peer on Peer Abuse (pg.15)	Updated statements on the definition of Abuse and gender nature of abuse.	Keeping Children Safe in Education *September 2020) – para 106

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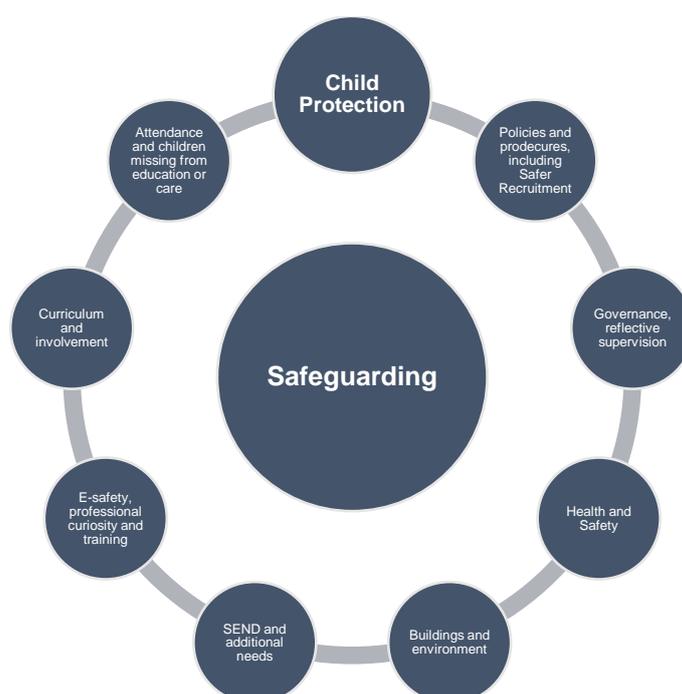
## Introduction

At Bridgwater and Taunton College Trust, we are committed to safeguarding children and young people and we expect everyone who works in our schools to share this commitment. Adults in our Trust take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. All adults will always act in the best interest of the child. We are committed to providing an environment that nurtures and transforms the lives of children and young people attending the schools in our Trust and take seriously our responsibilities to safeguard and promote their welfare. In addition, our schools undertake responsibilities to work in partnership with agencies and partners as part of the wider, multi-agency, safeguarding system, in accordance with our schools individual Safeguarding and Child Protection Policy and Procedures, statutory guidance and Somerset Safeguarding Partnership policies and procedures.

Personal sensitive information is processed in accordance with the Data Protection Act 2018 and Part 3, the General Data Protection Regulations (GDPR). Consent to share information will be sought unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or children’s social care in pursuit of their enquiries in order protect and safeguard children and young people

## Definition of safeguarding

“Safeguarding and promoting the welfare of children is defined in statutory guidance as: protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes.” (p. 4 Keeping Children Safe in Education (KCSiE) 2020)



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

Most children grow up in loving families and supportive communities and become independent, resilient adults. Wherever possible we want this for all children and young people, so that they and their families can support themselves by engaging with and contributing to their local communities. In order to achieve this children, young people and their families should receive the right intervention as early as possible to tackle problems and prevent issues escalating. All practitioners will adopt an Early Help/Think Family approach meaning they look at the whole family situation and what needs to happen to improve that situation whether that means working with adults, children or the whole family

### Our Trust's commitment

To safeguard and promote the welfare of children and young people through:

- The provision of a safe environment in which children and young people can learn.
- Our schools assess the risks and issues in the wider community when considering the well-being and safety of children and young people.
- The provision of high-quality residential provision which nurtures and develops our children and young people to achieve and thrive (Brymore Academy only)
- Identifying concerns early and provide appropriate help and support for children and young people and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Effective Support for Children and Families, Thresholds for Assessment and Services guidance.
- Children and young people are taught about safeguarding, including online, through various teaching and learning opportunities. Children are taught to recognise when they are at risk and how to get help when they need it.

### Glossary

- References to "staff" related to any staff-member, paid or unpaid, who contribute to the care, transportation or education of our children and young people.
- SSCP is an abbreviation for the Somerset Safeguarding Children Partnership

### The role of the Designated Safeguarding Lead (DSL)

Our schools have a designated safeguarding lead (DSL) who has the status and authority to carry out the duties of the post including committing resources and where appropriate, supporting and directing staff. The key role of the DSL is to:

- Manage referrals from school staff or any others from outside of the schools:
- Work with external agencies/partners and professionals on matter of safety and safeguarding:

- Planning, delivering and undertaking safeguarding training
- Raise awareness of safeguarding and child protection amongst the staff, pupils and parents; and
- Ensure that child protection information is transferred to the pupil's new school
- Be aware of pupils who have a social worker
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and schools and college leadership staff.

They provide advice and support to other staff on child welfare and child protection matters, take part in strategy discussions, inter-agency meeting (or support other staff to do so) and to contribute to the assessment of children and young people. Details of our schools DSLs can be found in Appendix D. All our schools will ensure staff know who the DSL/DDSL is and how to contact them.

### **The Deputy Designated Safeguarding Lead (DDSL)**

The DDSL supports the DSL in discharging their responsibilities and whilst they may deputise for the DSL the lead responsibility for child protection remains with the DSL.

Some of the schools within our Trust have more than one DDSL.

Both the DSL and DDSL must complete single agency and multi-agency training to undertake the role which is provided by the Local Authority Education Safeguarding Service and Somerset Safeguarding Partnership. In addition, they will access DSL briefings, attend annual refresher training and remain up to date in relation to early help, safeguarding and child protection.

### **What all staff should know**

All of our schools are required to issue Part One and Annex A of Keeping Children Safe in Education (September 2020) - in full - to their staff and ensure that they have read and understood its contents. Our schools are adopting this guidance and its contents across the whole organisation and whilst the language refers to "school" or "headteacher" it applies to both care and education provision provided at our schools.

### **Staff Induction**

As part of the mandatory induction process for new employees/volunteers, they will attend an induction briefing with either DSL or DDSL, that will include the school safeguarding and child protection policy, school behaviour policy, BTCT code of conduct, KCSiE 2020 Part 1 and Annex A and school's response to Children Missing in Education (CME). They will also complete face to face and online safeguarding training package. All our schools will complete: Appendix A: Staff Induction Record

### **Training**

Both the DSL and DDSL attend training every two years; and in addition to formal training, following the Somerset Safeguarding Partnership (SSP) Training strategy, they also refresh their knowledge and skills at regular intervals by attending for example termly DSL Briefings.

All members of safeguarding team are trained to Level 3 following SSP training strategy. Developing safeguarding specialisms e.g. domestic abuse awareness, Harmful Sexual Behaviour (HSB), etc. within our safeguarding teams is encouraged.

All staff will receive annual safeguarding and child protection update training, either face to face or online, to provide them with relevant skills and knowledge to safeguarding children effectively. They will also receive regular safeguarding updates throughout the year via email, staff briefings, etc.

### Reporting concerns

Clear procedures on reporting any concerns are given to all staff and volunteers and visitors. This is done as part of the staff induction, training or on a safeguarding leaflet as they sign in at reception.

All concerns should be reported in writing, using the schools' concern form (whether online MyConcern or paper based) Concerns should always be completed as soon as possible, on the same day. Staff should never wait until the next day to report a concern.

Staff will follow the reporting procedures in their school policy. However, they may also share information directly with Children's Social Care, police or the NSPCC if the situation is an emergency and the DSL/DDSL or another Level 3 member of staff and headteacher are all unavailable.

If it is considered that a child has suffered significant harm or is likely to do so, a referral should be made to Somerset Direct 0300 123 2324 or Emergency Duty Team 0300 123 2224 or Police 999.

Pupil disclosure of abuse or neglect:

Our schools have a clear procedure for reporting concerns. If a pupil talks to an adult about any risks to their safety or wellbeing, the staff member/volunteer will need to let the pupil know that they must pass the information on to the safeguarding team in order to offer the proper support that the pupil requires.

Staff members/volunteers will allow them to speak freely and will not ask investigative questions. The staff member/volunteer will tell the pupil what will happen next.

It is the duty of the staff member to inform the DSL of what has been discussed. The staff will write/record details of the conversation with the pupil as soon as possible. Staff should not wait until the following day to report a concern.

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. In these circumstances, staff will try to give the pupil the opportunity to talk. Staff should report these early concerns to the DSL.

The DSL will normally seek to discuss any concerns, suspicion or disclosure about a pupil with their parents or carer. However, if the DSL believes that notifying parents/carers could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care.

### Action to be taken if there are concerns in relation to safeguarding practices in our Trust and residential provision

All staff, volunteers and agency staff should feel able to raise concerns about poor or unsafe practice and any potential failures in the safeguarding regime and know that such concerns will be taken seriously by the Head Teacher and designated safeguarding leads. Should staff feel unable to raise concerns within the organisation advice and guidance has been produced to ensure that they are aware of how to raise such concerns externally see **Appendix B: NSPCC Whistleblowing advice and information**. Which is also available on the safeguarding notice board in the staff room. In addition, our Trust whistleblowing policy is available via the website.

The Trust concerns flowchart provides additional information about how to make a referral to Children's Social Care, the Local Authority Designated Officer (LADO) or to report concerns to the NSPCC advice line in instances where they have concerns about the organisation's response to child protection, the conduct of staff or they do not feel that appropriate action has been taken in relation to concerns they have raised. This is available in Appendix C of this document.

### Specific Responsibilities Relating to Residential Provision

Children and young people can be particularly vulnerable in residential settings and there are additional requirements for children's homes therefore we must comply with the quality standards and relevant children's homes regulations working closely with Somerset County Council and any local authorities that have placed their children at Brymore Academy.

We are committed to ensure that our children and young people are safe from harm and able to develop, thrive and fulfil their potential. We value and nurture each child as an individual with talents, strengths and capabilities that can develop over time, by fostering positive relationships and establishing clear boundaries of acceptable behaviour.

Working in close partnership with the school we support their emotional, mental and physical health needs, nurturing their learning, including out of school learning and preparation for independence. We have high expectations of our staff as committed members of a team to provide a safe and stimulating environment in high quality buildings.

Regulation 5 of the Children's Homes (England) Regulations 2015 and quality standards states that it "crucial that the home works in close partnership with all those who play a role in protecting and caring for the child, but in particular the child's local authority and statutory social worker.

**Boarding schools must have due consideration to the Boarding Schools National Minimum Standards (April 2015)** which sets down the national minimum standards (standards) to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools. The standards do not override the need for schools to comply with other legislation which sets the standards for independent schools, and legislation covering health and safety, fire or planning regulations. However, boarding school should 'have regard to' the standards and can demonstrate that it either complies with the guidance or has considered the guidance and has good reason for departing from it.

Boarding schools National Minimum Standards (NMS).

In addition, there are National Minimum Standards for Residential Special Schools (April 2015) and National Minimum Standards for Further Education Residential Accommodation (September 2018) in respect of accommodation by further education colleges and 16-19 academies of students under the age of 18.

### **Remote Learning and Safeguarding**

Remote learning may be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms. *This policy should be read alongside Policy for children who cannot attend school because of health needs and/or BTCT Remote Learning Policy.*

All live online teaching sessions will be delivered through Microsoft Teams, either through one to one sessions with the student and virtual teacher, or small paired sessions. All sessions will be recorded and stored for accessibility if required.

Attendance will be tracked by the virtual teacher and data shared with their school's attendance officer. If attendance is sporadic, the virtual teacher will make direct contact with the designated member of staff to identify potential barriers to engagement.

### **Student expectations**

- Students will follow guidance from the Trust Remote Learning policy to ensure they know procedures and practice to keep themselves safe online and able to share safeguarding concerns.
- Students will have access to a log-in to Microsoft Teams and follow the agreed set timetable discussed at the initial meeting. They will be expected to manage their timetable and ensure they attend agreed online lessons with the virtual teacher.

### **Virtual Teacher expectations**

- Ensure settings are safe for use with students and remind the student that all lessons are recorded and stored.
- Look at the 20 safeguarding principles for remote lessons identified in the Trust Remote Learning policy.
- Report any safeguarding concerns to the student's designated safeguarding lead or via My Concern. Follow the school's Safeguarding and Child Protection Policy and direction from the KCSiE document.

### Alternative Providers (AP)

Our schools will ensure that the AP has provided written confirmation that all relevant safer recruitment checks have been undertaken. All providers will be registered with Department for Education (DfE). At the initial commissioning meeting our schools will plan the reporting mechanisms for attendance and who is responsible for day to day responsibility for any non-attendance and missing children. Our schools will check the AP is safe and suitable on a regular basis by visiting the AP, record all checks completed and update risk assessment where necessary. Our schools will ensure the AP is helping the children with their personal development. Our schools will complete regular safeguarding audits with AP. Our schools will hold regular meetings with any child who attends an alternative provider to ensure they feel safe and well within their alternative learning environment.

### Abuse and neglect (definitions)

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy). All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff should be aware that safeguarding incidents and/or behaviour can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Our responsibilities are:

- to understand what each category of abuse is
- to understand how this abuse can impact on the welfare and development of our children
- to take appropriate action when we have concerns that a child or young person might be at risk of or already experiencing abuse or neglect

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

### **Safeguarding in specific circumstances:**

In addition to the above there are other areas of safeguarding that our schools must have due regard to. **Annex A of Keeping Children Safe in Education (September 2020)** highlights specific forms of abuse and safeguarding issues which staff who work with children and young people should read the following is a synopsis of the areas addressed but are not a fully replica of the guidance.

**Children and the court system** may be required to give evidence in the criminal courts, either for crimes committed against them or for crimes they have witnessed. There are a range of guides to support child witnesses. In the civil courts children and young people may be involved in child arrangement hearing and the Ministry of Justice has launched an online child arrangement information tool detailing the dispute resolution service.

### **Children Missing Education (CME)**

All staff will have read their schools approach for children missing in education as part of induction and training. Knowing where children are during the school hours is extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. Our schools monitor attendance carefully and address poor or irregular attendance without delay. Our schools will always follow up with parents/carer when they are not at school. Our school need to have at least two up to date contact numbers for parent/carers. In response to the guidance on KCSiE 2020 our schools have: staff who understand what to do when children do not attend regularly. Staff who know signs and triggers for travelling to conflict zones, FGM and forced marriage. Procedures to inform Somerset Education Safeguarding when we plan to take pupils off-roll when they: leave school to be home educated, move away, remain medically unfit beyond compulsory school age, are in custody for four months or more (and will not return to school afterwards) or are permanently excluded. Our schools will ensure that pupils who are expected to attend but fail to take up the place will be referred to the local authority. When a pupil leaves our schools will record the name of the pupil's new school and their expected start date.

**Children with family members in prison** are more likely to have poor outcomes, including poverty, stigma, isolation and poor mental health. More information to support schools and colleges can be found on the National Information Centre on Children of Offenders ([Nicco](#)) website

### **Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE: • children who appear with unexplained gifts or new possessions; • children who associate with other young people involved in exploitation; • children who suffer from changes in emotional well-being; • children who misuse drugs and alcohol; • children who go missing for periods of time or regularly come home late; and • children who regularly miss school or education or do not take part in education.

**County Lines** is the term used to describe gangs and organized criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

### **Domestic abuse:**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Further advice and guidance accessed via the [NSPCC](#), [Refuge](#) and [Safelives](#) spotlight on young people and domestic abuse.

Further resources relating to violence against women and girls (VAWG) can be accessed [here](#)

**Homelessness** or being at risk of being made homeless is a significant risk for children or young people. The DSL should refer to the local housing authority at the earliest

opportunity. The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help, including an assessment of need and circumstances. The DfE and the Ministry of Housing, communities and local government have published joint statutory guidance on the provision of accommodation for 16 and 17 year old's who may be homeless or require accommodation. A series of fact sheets can be accessed [here](#).

## **Mental Health**

staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff know they are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or adding to myconcern.

Please add details of your school's mechanisms and systems for mental health concerns.

## **Online Safety:**

Annex C of Keeping Children Safe in Education (September 2020) addresses the use of technology which can be a significant component of many safeguarding issues including CSE, CCE, radicalisation, sexual predation etc, whereby technology provides the platform that facilitates harm. Schools and colleges must adopt a range of effective safeguarding approaches that both safeguards and empowers children and young people to access support and remain safe online by reducing the risk of harm through the use of filters, monitoring and appropriate use of policies for those accessing our IT system, whilst at the same time providing a safe environment in which children and young people can learn to keep themselves safe online. When children use our school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. This system has also been applied to devices supplied to children who are accessing online learning whilst out of school. Schools will have issued guidance and advice to keep children safe whilst on line to both pupils and parents/carers.

## **Peer on Peer abuse:**

Peer-on-peer abuse can take many forms, bullying (including cyber bullying); sexual violence; harassment; physical abuse and violence (e.g. hitting, kicking, shaking, biting); sexting and initiating/hazing-type\* violence or rituals.

\* Hazing or initiation ceremonies refers to the practice of rituals, challenges and other activities involving harassment. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups.

Sexual violence and sexual harassment between children in schools and colleges can occur between two children of any age irrespective of their gender or sexual identity. It can occur through a group of children or young people sexually assaulting or harassing an individual or group of children.

Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Peer on peer abuse is more likely to be perpetrated by boys with girls as the victims, but all peer on peer abuse is unacceptable and will be taken seriously.

### Up-skirting

Up-skirting involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence and incidents must be reported to the Police in the first instance.

Please add any specific information about how you respond to peer on peer abuse in your school.

### Preventing extremism:

Children and young people can be vulnerable to extremist ideology and radicalisation and this forms part of schools and colleges safeguarding responsibilities, as set out in the Prevent Duty. Extremism is the vocal or active opposition to our fundamental values and radicalisation refers to the process by which a person come to support terrorism and extremist ideologies associated with terrorist groups. Further information can be access below in relation to:

- Extremism
- Radicalisation
- Keeping Children Safe in Education (2020) – page 110

**Private Fostering:** is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child’s family who is willing to privately foster a child. Schools have a responsibility to refer to Children's Social Care any private fostering arrangement we become aware of, in order for Children's Social Care to undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support. Staff should notify the DSL when they become aware of any private

fostering arrangements. On admission our schools will take steps to verify the relationship of the adults to the child who is being enrolled.

### **Special Education Needs (SEN) and disabilities:**

There's a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, our staff should think about that being a sign of the potential for abuse and not simply see it as part of their disability or their special educational needs.

### **Children who have a social worker:**

At BTCT, we recognize that when a child has a social worker, it is an indicator that a child is more at risk than most children. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and mental ill health. Our schools take these needs into account when making plans to support pupils who have a social worker.

### **Looked after children:**

The staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

**So-called 'honour-based' violence (including Female Genital Mutilation, Forced Marriage, Breast Ironing)** encompasses incidents or crimes which have been committed to protect or defend the honour of the family or community. All forms of honour based violence (HBV) is abuse, regardless of the motivation and should be handled and escalated as such. There are specific mandatory reporting duties for teachers to report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

Additional guidance and publications:

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

### **The Governing Body (including Trusts or Directors)**

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

The responsibilities placed on governing bodies and proprietors include:

- Contributing to ensure the provision is carrying out inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy and behaviour policy.
- Ensuring staff are provided with Part One and Annexe A of *Keeping Children Safe in Education (2020)* – and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal Somerset child protection training every two years (in line with SSCP guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is regularly discussed and outcomes recorded at Governor meetings.
- Ensure the requirements of The Governor's Safeguarding Audit Section 175 are met and actions when needed completed in a timely way

### **Allegations made against teachers, other staff, volunteers and Agency Staff: People in a Position of Trust**

At BTCT we recognize the possibility that adults working in schools may harm children, including governors, volunteers, teachers, supply teachers and agency staff. Any concerns about the conduct of another adult in our trust should be taken to the head teacher without delay or the Trust Safeguarding Lead, Sally Power who can be contacted by M: 07867976901 [sapower@educ.somerset.gov.uk](mailto:sapower@educ.somerset.gov.uk). Any concerns or allegations about the head teacher should go to Peter Elliott CEO.

The KCSiE 2020 now includes a new statement. This is in regard to a person's conduct outside of school, and need not include a child.

The guidance in KCSiE 2020 should be followed where it is alleged that anyone working in our schools that provides education or children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates they may pose a risk of harm; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

BTCT Management of Allegations policy and procedure is available on the website (<https://bridgwatercollegetrust.org.uk/Governance/BCT-Policies/>)

Phone Somerset Direct on **0300 123 2224** for a referral to the Local Authority Designated Officer or LADO.

### **Action to be taken if there are concerns in relation to safeguarding practices at our schools.**

Should staff feel unable to raise concerns within the school you can contact Sally Power Trust Safeguarding Lead M: 07867 976901. Advice and guidance has been produced to ensure you are aware of how to raise such concerns externally. All our schools will promote this information: [Appendix B: NSPCC Whistleblowing advice and in](#) addition, the BTCT whistleblowing policy is available via the website: <https://bridgwatercollegetrust.org.uk/Governance/BCT-Policies/>

Each of our schools will produce a concerns flowchart which provides additional information about how to make a referral to children's social care, the Local Authority Designated officer (LADO) or to report concerns to the NSPCC advice line in instances where they have concerns about the organisation's response to child protection, the conduct of staff or they do not feel that appropriate action has been taken in relation to concerns they have raised is at [Appendix C: Concerns Flowchart](#)

## Appendix A

Insert School Logo

### Safeguarding Induction

<b>Staff Member: Name and Role:</b>	
<b>Date of Commencement:</b>	
<b>Inductor: Name and Role</b>	
<b>Date of Induction:</b>	
<b>Signed by Inductee:</b>	
<b>Signed by Inductor:</b>	

### Agenda:

#### Welcome to our school

#### Outline of the safeguarding induction meeting

- School Vision and Ethos
- What is Safeguarding (Child Protection)
- What safeguarding means for children and young people at our school
- Vision and influence
- Action to be taken if you have a concern

All members of staff and volunteers need to read and complete a declaration to acknowledge the following key safeguarding documents:

- School Safeguarding/Child Protection Policy (including any appendix templates)
- BTCT Staff Code of Conduct
- Keeping Children Safe in Education 2020 Part One & Annex A
- BTCT Whistleblowing Policy
- What to do if you're worried a child is being abused (DfE March 2015)
- School Behaviour Policy
- Safeguarding response to child who go missing from education and
- The role of the designated safeguarding lead (including the identity of DSL and DDSL)

## **[Our School] Vision and Ethos**

You need to insert

### **What is Safeguarding (Child Protection)**

Safeguarding is an overarching term used to ensure that the welfare of children and young people is paramount, and they are protected from abuse and neglect. **We all have a statutory duty to safeguard and promote the welfare of children.** This means protecting children and young people from abuse and neglect; preventing impairment of health or development; ensuring they are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people to have the best life chances.

Every member of staff, irrespective of their role in the organisation, has a responsibility to keep children or young people safe and to take appropriate action whenever they hear, observe or are told information that could impact on their welfare and safety.

Child protection is the statutory threshold for intervention in family life whereby a child or young person is suffering or at risk of significant harm. As an organisation [Our School] has a number of statutory responsibilities that must be fulfilled which are set out in legislation and statutory guidance.

You have been issued with Part 1 of **Keeping Children Safe in Education (September 2020 and Annex A)** and you will have been asked to read the document ahead of today's induction. Have you had an opportunity to do so? Do you have any questions?

### **What Safeguarding means for children or young people at [Our School]**

At [Our School] we expect our staff to exercise high standards of behaviour and provide high quality professional support to our children. It is therefore important that we all understand that the nature of our work and the responsibilities related to it, which places us in unique position of trust. During the course of your induction you will have the opportunity to access a range of training that will provide you with the knowledge and skills you need to do your job. In addition, you will be required to read a number of different policies and procedures that will provide you with contextual information and guidance.

All staff, irrespective of their role in the organisation, have a responsibility to ensure that illegal, unsafe, unprofessional or irresponsible behaviour exhibited by staff is challenged and reported. It is always difficult to raise concerns about a colleagues' behaviour, but you must discuss any concerns with the designated or deputy safeguarding lead.

If you do not feel you can raise concerns within the organisation then you can access the NSPCC Whistleblowing helpline on 0800 028 0285 between 8 a.m. and 8 p.m. or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

You must familiarise yourself with the following policies which are available on the Safeguarding Notice Board (Staff Room) and on the School Website:

1. **Guidance on safer working practice for those working with children and young people in education settings (April 2020)** Our Trust has adopted this as our staff code of conduct which is available in the staff room on the safeguarding notice board
2. **What to do if you're worried a child is being abused (DfE March 2015)** advice for practitioners
3. **[Our School] Safeguarding (Child Protection) Policy and Procedures** can be accessed in the staff room and on the school website.
4. **[Our School] Behaviour policy** and
5. **Children Missing Education procedures**

### **Voice and influence**

When working with children and young people communication is crucial, especially in relation to safeguarding. Communication is a two-way process and doesn't just relate to a child's ability to communicate via speech therefore, we need to approach communication in its broadest terms, considering body language, gestures, behaviour and presentation. We must also support our children to make positive choices.

### **Action to be taken if you have a concern about the welfare of a pupil or the conduction/actions of a member of staff or visitor to [Our School]**

You should discuss your concerns, observations or any information that may impact on the welfare of a child with a designated or deputy safeguarding lead. The flowchart overleaf has been developed to offer you guidance on what you should do. It is **not intended to cover all eventualities, but it aims to provide a framework for action.**

What is important is that you take action and raise your concerns, the designated or deputy safeguarding lead may hold other relevant information, but your information may be new and important - the final part of the information jigsaw.



## **Whistleblowing Advice Line**

### **Support for professionals who are worried about children in the workplace**

The NSPCC whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

#### **What is whistleblowing?**

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation.

Raising a concern is known as “blowing the whistle” and is a vital process for identifying risk to children, young people and vulnerable adults. In recent years there have been several high profile cases of institutional abuse which have come to light as a result of whistleblowing.

Sharing information or talking through a concern can be the first step to helping an organisation identify problems, improve practice and safeguard the welfare of children, young people and vulnerable adults.

**Contact the Whistleblowing Advice Line**

Call **0800 028 0285**

Email **help@nspcc.org.uk**

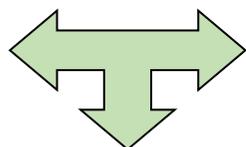
The government website [www.gov.uk](http://www.gov.uk) also has valuable information for whistleblowers in relation to their rights, support and who to tell. This can be accessed [here](#):



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

### General Information and Advice

Always act in the best interests of the child or young person. The welfare of the child is paramount.



Always maintain an attitude of 'it could happen here'

**Be alert to the signs of abuse and neglect. Supporting documents include:**

[Our School] Safeguarding (Child Protection) Policy & Procedures  
What to do if You're Worried a Child is Being Abused: Advice for Practitioners

Part One: Keeping Children Safe in Education  
Working Together to Safeguard Children



**If, a child or young person is in immediate danger or is at risk of significant harm**

Anyone can make a referral to Children's Social Care and/or the Police. The Designated Safeguarding Lead (DSL) should be informed if a referral has been made).

**Children's Social Care: 0300 123 2224    Emergency Duty Team: 0300 123 2327    CALL 999 IN AN EMERGENCY**

If you have a concern relating to dangerous or illegal activity or any wrongdoing within the organisation and you do not feel you can raise a concern directly you can contact the **NSPCC** Whistleblowing helpline 0800 028 0285

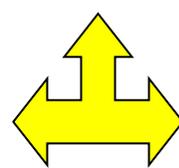
### How to report child welfare or child protection concerns at our schools

**Child Welfare**  
Discuss your concerns with the Designated or Deputy Safeguarding Lead (DSL/DDSL) at the school which the child attends in **our trust**.  
**You must act to safeguard**



**Immediate Concerns and/or immediate action is required**

**Safeguarding/Child Protection Concerns**  
The DSL will consider what information is already known consider indicators of risk and following multi-agency guidelines take appropriate action



**Concerns relating to the conduct or actions of a staff member: Report to Trust Safeguarding Lead (TSL - S Power) or Head teacher where the staff member works, they will liaise with the CEO & HR.** If concerns relate to Headteacher or TSL, the **CEO** must be notified. All allegations will be investigated following statutory guidance and Somerset Safeguarding Partnership procedures by the Local Authority Designated Officer

## Appendix D

### Early Years Provision.

#### Working Together 2018 states

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

#### Keeping Children Safe in Education 2018 states

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

#### The Early Years Foundation Stage states

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

Early Years Providers must be compliant with the Safeguarding and Welfare Requirements Below is the link to the EYFS

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

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

**Details of the Designated Safeguarding Leads in our schools:**

**Key Safeguarding staff**

<b>Name</b>	<b>Designation</b>	<b>Contact details</b>
	<b>Headteacher</b>	
	<b>Nominated Safeguarding Governor</b>	
	<b>DSL</b>	
	<b>DDSL</b>	
	<b>Pastoral Staff</b>	
	<b>Early Years Manager</b>	
	<b>Sixth Form Manager</b>	