

SAFEGUARDING AND CHILD PROTECTION POLICY AND CODE OF CONDUCT

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Safeguarding Policy

This is a whole school policy including EYFS

All staff must read this policy and know where to access it.

This policy supports Springmead School's policies on:

1. Recruitment and Selection
2. Behaviour Management
3. Anti-Bullying
4. Health and Safety
5. Online Safety
6. First Aid (including management of medical conditions)
7. Equal Opportunities
8. Whistle Blowing
9. Staff Handbook and Code of Conduct

This policy needs to be read alongside the Government guidance **Keeping Children Safe in Education- September 2018**, and has due regard for its content. KCSI can be viewed through our website or through www.gov.uk

It is the inescapable, personal and professional responsibility of all staff and volunteers to immediately alert the Designated Safeguarding Lead of any safeguarding concerns, however minor. All staff can go directly to the external agencies if they consider it necessary. Any adult can make a referral. Every member of staff and volunteer has a responsibility for Safeguarding.

“Springmead School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this legal and moral responsibility. The school adopts recruitment and selection procedures that enable it to appoint the best applicant for the post and which help to deter, reject or identify people who are in any way unsuitable to work with children”

Essential Contacts:

Madeleine Taylor	-	School Principal Deputy Designated Safeguarding Lead for the Main School and EYFS
Sally Cox	-	Designated Safeguarding Lead for the Main School and EYFS
Nicholas Munckton	-	Deputy Designated Safeguarding Lead for the Main School and EYFS

In all cases of actual or suspected abuse, our Designated Safeguarding Lead, Sally Cox or one of the deputies, must be informed and the online South West Safeguarding Procedures will be followed according to the child's home address (www.swcpp.org.uk).

The only exception to this is if the allegation concerns the Designated Safeguarding Lead or The Principal in which case the allegation should be reported directly to the Local Authority Designated Officer (LADO) by the individual. **Somerset's LADO team can be contacted on 0300 123 2224.**

If the safeguarding concern **relates to the behaviour of a member of staff or a school volunteer**, The Designated Safeguarding Lead will consult with the Local Authority Designated Officer (LADO team) as to what appropriate action to take. In Somerset the LADO is contactable via Somerset Direct (Children's Social Care) on 0300 123 2224 as appropriate.

If the concern relates to actual or suspected abuse of a child by an adult or another child, the Designated Safeguarding Lead will make a referral to Somerset Direct (Children's Social Care) on 0300 123 2224 as appropriate.

The Designated Safeguarding Lead will also notify the OFSTED Compliance Team on 0300 123 4666 as appropriate.

If a concern relates to a Prevent issue (counter terrorism) to actual or suspected radicalisation concern, child or adult, the Designated Safeguarding Lead will make a referral as appropriate according to the Effective Support document and follow the procedures outlined in the Somerset Prevent Duty Referral Chart (see Appendix 2).

For a child under 18 an Early Help Assessment will be completed and forwarded to the EHA Hub to register EHAcordinator@somerset.gov.uk and to the Police Prevent Team channelsw@avonandsomerset.pnn.police.uk

If there is an immediate risk for example intent to harm or travel abroad in the next 24hours then the police will be contacted on 999.

Forward

The school recognises there are three main elements to Child Protection.

- **Prevention** - through support and guidance offered by schools and staff involved directly with children.
- **Protection** - by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond sensitively and swiftly to Child Protection concerns.
- **Support** - to children who may have been abused or neglected, directly or through those who work directly with, or care for them.

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

We will seek to:

- Create a safe and welcoming environment where children can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- Ensure that any training or events are managed to the highest possible safety standards
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involve parents and children appropriately.
- This Safeguarding Policy relates to all school employees or staff working within our school and is in addition to the Working Together & Keeping Children Safe in Education guides(updated annually). This policy document is produced in order to inform and assist our staff and contractual partners in meeting their responsibilities in terms of child protection, whether working directly or indirectly for our school.
- Springmead School recognises that it does not operate in isolation. The welfare of children is not just the responsibility of the Local Authority but a partnership with other public agencies, the voluntary sector and service users and carers.
- Maintain an attitude of 'it could happen here'.

Purpose

Springmead School fully recognises its responsibilities for Safeguarding and that because of our day-to-day contact with children staff are well placed to observe signs of abuse. Whilst we strive to minimise risk, we are fully aware that child protection risks cannot be eliminated.

Our policy applies to all staff and volunteers working for and on behalf of the School and is available to parents via our website and on request.

Aims and procedures:

- Establishing a positive, supportive, secure environment in which children can learn and develop together, under a school ethos that promotes in all pupils, a sense of being valued and heard.
- Make our policy available, via the website, for scrutiny and be clear to parents that suspected cases of abuse or neglect will be followed up and reported appropriately.
- Ensuring we practise safer recruitment in checking the suitability of all staff and management who work with our children in line with current guidance (see recruitment policy)
- Raising awareness of safeguarding issues with staff and volunteers through training, and equipping children with the skills needed to keep them safe through the content of the curriculum, (PHSE/Citizenship and Computing), which equip pupils with the skills they need to develop healthy relationships, support their peers and stay safe from abuse such as: on-line safety; sexual exploitation; missing education ; domestic abuse ; bullying and abuse; recognise how pressure from others can affect their behaviour; and preventing radicalisation.
- Keeping child protection issues at the forefront of our work and know who in the school is the DSL.
- Ensure all students, staff, volunteers and parents are clear of the procedures for reporting safeguarding concerns
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Ensuring every child knows that they can talk to any adult on the Springmead staff if they are worried.
- Ensuring that schools implement procedures for identifying and reporting cases, or suspected cases of abuse and reviewing them.
- Ensure that all new staff have a safeguarding induction, at the beginning of their employment.
- Ensure contractors and service providers are signed in and out and wear a visible badge whilst on site and a note is placed on staff board so staff are aware of what the person is doing on site. Staff to be vigilant when contractors are on site.
- Staff to challenge unknown, unbadged, persons onsite.
- Through regular staff training, we will foster a culture of mutual respect between pupils and members of staff, with adults modelling good practice in this context.
- Notifying Children's Social Care if there is an unexplained absence of a child in receipt of a child protection plan.
- Develop effective links with relevant agencies (such as Children's Social Care, Child and Adolescent Mental Health, Education Welfare and Educational Psychology – see Working together to Safeguard Children – 2015 and 2018 -) and co-operate as required with enquiries regarding child protection matters, including attendance at case

conferences. (Reference developing effective links in line with Mental Health and Behaviour in Schools-November 2018)

- Keep a written records of concerns about a child on a child protection incident form, even where there is no need to refer the matter immediately to another agency. These forms must be handed to Sally Cox for confidential filing.
- Follow the correct procedures when an allegation is made against a member of staff, a volunteer, or the Principal.
- Notify the Ofsted Compliance Team (0300 123 4666) and the DBS and National College of Teaching and Leadership within one month when the services of a person are discontinued because he or she was considered unsuitable to work with children.
- Carry out appropriate checks on staff with a different employer looking after the school's pupils on a site other than the school.
- Ensure that any deficiencies or weaknesses in the safeguarding arrangements are identified and remedied without delay.
- Risk-assess any off-site activity, led by schools.
- On-Line-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 others gratification. Therefore Springmead manages online safety with several policies, the main one being the online safety policy. We are guided by '360 Degree Safe' and South West Grid for Learning. We consider any improper use as a possible safeguarding concern, which should be considered as child protection issues and would be discussed with a line manager or DSL as appropriate.

This policy has been referenced to:-

The Children Act 1989

Keeping Children Safe in Education, September 2016, September 2018 and September 2019 incorporating Disqualification under the childcare act 2006 (updated July 2018)

Working Together to Safeguard Children March 2015(updated 2018)

What to do if you are worried a child is being abused, March 2015

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

School Attendance, October 2014 and July 2019.

We follow guidance set out by SLSB and DFE

Prevent (July 2015 and April 2019)

The Prevent Duty Departmental advice for schools and childminders (June 2015 and April 2019)

The use of Social Media for online Radicalisation (July 2015)

Effective Support for Children & Families in Somerset

EYFS Statutory Framework 2014 and 2017

Children Missing Education 2019

Roles and responsibilities of the Designated Safeguarding Lead and Deputy (DSL- Sally Cox, Deputy Madeleine Taylor, Deputy Nicholas Munckton)

1. Recognise how to identify signs of abuse and know who to contact in the event of a child protection/safeguarding matter coming to her attention.
2. Be vigilant and alert to all children's needs and especially those with specific needs of children in need as well as those with SEND (who can have abuse issues masked) and young carers.
3. Encourage a culture of listening to children and taking account of their wishes.
4. To make the policy available, via the website, for scrutiny and be clear to parents that suspected cases of abuse or neglect will be followed up and reported appropriately.
5. Ensure that appropriate information is available at the time of making a referral and that the referral is confirmed in writing under confidential cover.
6. Ensure that all child protection information and actions taken are stored confidentially and securely in a separate filing system from the main pupil file. We will also ensure that this file is transferred separately and securely to a new school, should the pupil change schools. Ensure information has been received. All records should be detailed, accurate and secure.
7. Liaise with Children's Social and other agencies on an on-going basis as appropriate to obtain necessary resources and training.
8. Review this policy annually to ensure procedures are effective and are compliant with current best practice.
9. Conduct on annual update training and an annual review meeting with staff where procedures are openly discussed and scrutinised.
10. Designated Safeguarding Lead, Sally Cox, is supervised annually by the nursery manager.
11. Child Protection concerns must be reassessed regularly; inaction from the lead (via the nursery manager), deputy, staff, parents, agencies must be challenged.
12. Ensure information is shared quickly.
13. Keep clear records.
14. Attend Prevent training and cascade to staff.
15. Ensure Prevent duties are fully implemented and staff are aware of their responsibilities.
16. Ensure staff are made aware, read and understand KCSIE updates and that changes are implemented and that records are kept of evidence of updates on SCR.
17. Recognise how to identify signs of abuse and know which outside child protection agency to contact in the event of a child protection matter coming to their attention.
18. Ensure all schools staff have basic awareness training in Safeguarding and Child Protection or Introduction to Child Protection Training, refreshed every three years but with an annual update and regular input through staff meetings.
19. For DSL and Deputy "Working Together", (previously called level 2), needs to be refreshed every two years, by attending Update Training (previously called Level 3). See Appendix 2 for latest certificate. (As well as attending some other Safeguarding training at least annually).
20. Act as a source of advice to ensure schools staff are up to date with relevant policies and practices or changes in legislation.
21. Determine the level of training staff should receive in each school appropriate to their level of work. DSL will ensure staff have appropriate and refresher training as required. The DSL will monitor this process to ensure schools are monitoring training. (to

comply with section 11 of The Children Act (2004) which places duties on a range of organisations and individuals to ensure that their functions – and any services that they contract out to others – are discharged having regard to the need to safeguard and promote the welfare of children).

22. Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing under confidential cover.
23. Liaise with the case manager at Somerset Direct, Local Children’s Social Care and other agencies, as appropriate.
24. To understand the assessment process for providing early help and intervention for example through early help assessments.
25. Having a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute effectively.
26. Act as a source of advice and expertise and keep school colleagues informed about any action taken and any further action required.
27. Ensure that a proper record is kept of any referral and action taken, and that this is kept safely and in confidence.
28. Manage and deliver staff child protection training and review the operation of the Child Protection Policy annually to ensure the procedures are working and that it complies with current best practice. The DSL will report annually to the senior management team on any issues with regard to the implementation of this policy.
29. Refer cases to DBS where a member of staff has been dismissed or left due to risk or harm to a child.
30. Refer cases where a crime may have been committed to the police.
31. Liaise with SMT on ongoing cases and police investigations.
32. To take responsibility for online safety.
33. To ensure that all child protection files are transferred to new schools and receive confirmation of receipt.

Governor responsibility

Madeleine Taylor in capacity as ‘Governor’ conduct an annual Governor meeting with Senior management after annual safeguarding audit to ensure appropriate and timely action has been taken . Next due November 2019.

The Governor responsibility includes ensuring the following policies and procedures are in place:

- Acceptable Use (Online Safety policy)
- Staff pupil relationships (Staff Code of Conduct and Staff Handbook)
- Use of Social Media (Online Safety policy)
- Staff recruitment and induction
- Procedures in line with Local Safeguarding board.

Staff and Volunteers responsibility

Child protection is the responsibility of all adults, especially those working with children. It is the inescapable, personal and professional responsibility of all staff and volunteers to immediately alert the Designated Safeguarding Lead of any safeguarding concerns, however minor. All staff can go directly to the external agencies if they consider it necessary. Any adult can make a referral.

It is a legal responsibility of an individual to refer suspected FGM cases to the police. The individual can come to DSL for support but does not have to.

Staff Training

All staff receive an induction with the DSL, this is in line with the current local safeguarding guidelines and includes Prevent, Online safety. Staff are made aware of and read KCSIE Part 1 and Annex A, including updates, our Online safety policy, anti-bullying policy, and this safeguarding policy

All staff receive annual safeguarding updates as well as having basic awareness training in Safeguarding and Child Protection or Introduction to Child Protection Training, this is refreshed at least every three years but with an annual update and regular input through staff meetings.

Possible signs of abuse

All staff members should be alert to the possible signs of abuse of a pupil. Abuse may take several forms which are not mutually exclusive and may be perpetrated by anyone, including other pupils.

Types of abuse and neglect

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Physical

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

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

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

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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including on-line 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. Emotional abuse is hard to evidence so detail a number of events that have led to your concerns.

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 (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.

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 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.

A child going missing from education is a potential indicator of abuse or neglect. School staff follow the school procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. (Please see Security and Attendance section of Health and Safety Policy)

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

Domestic abuse: Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

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

Bullying: is a form of abuse, it is covered within this policy and within the school's Anti-bullying policy.

Preventing Radicalisation (with regard to KCSIE September 2016, September 2018 and September 2019 and the Counter Terrorism and Security Act 2015)

Protecting children from the risk of radicalisation is part of Springmead's wider safeguarding duty, and is similar in nature to protecting children from other forms of harm and abuse.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Springmead staff use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include talking to parents and or making a referral to the Channel programme.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes : risk assessment, working in partnership, staff training and IT policies.

This is how Springmead implements the four areas.

- We assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology with a risk assessment. We are able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. We actively promote fundamental British Values through all our Policies and Procedures which acts as a check to risk but is not solely relied upon.
- Training and advice is sourced from LSB and the Home Office police training, in this way local partnership are forged. The school knows how to access support for Prevent and if necessary the Channel Panel. *
- Our school ensures that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Training will be cascaded in due course.
- Springmead ensures that children are safe from terrorist and extremist material when accessing the internet in school. We ensure that suitable filtering is in place. Pupils are taught about online safety through the Online safety curriculum.

*Channel-School staff understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely

voluntary at all stages. Local authorities ensure Channel panels are in place. The panel is chaired by the local authority and includes the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

The Prevent guidance notes the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

Child Sexual Exploitation (from KCSIE September 2016/2018/2019)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including on-line bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Some of the indicators may include: children who appear with unexplained gifts, new possessions, children who associate with other young people involved in exploitation, children who have older boyfriend/girlfriend, children who suffer from STIs or become pregnant, children who misuse drugs and alcohol, children who suffer from changes in emotional well being, children who go missing, children who miss school.

Female Genital Mutilation (from KCSIE September 2016/2018/2019)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a girl may be at risk of FGM.

- A girl is withdrawn from school to allow for an extended holiday, or a girl talks about a long trip planned during the school summer holidays.
- A girl may talk about “something special happening”, or that there will be “a big party” or “she is going to be a woman soon”
- If forced marriage is suspected or known then risk of FGM should also be addressed where the girl comes from a group that traditionally practices FGM.
- A visit from a female family elder is an indicator of risk, particularly when she is visiting from the country of origin.

If staff have a concern they should follow the usual safeguarding procedures detailed in this policy. **It is mandatory duty for teachers to personal report such concerns to the police.** Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all

professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Child Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. Springmead staff should be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires the school to have an admission register and an attendance register. All pupils must be placed on both registers.

As an independent school we have a legal duty to report certain attendance issues to our LA: ten days of unauthorised absence (other than for reasons of sickness or leave of absence), failure to attend regularly, and deletion from the school register when the next school is not known. In this last case, we are required to report the circumstances as soon as possible to the LA in which the pupil lives.

Forced Marriage

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not). Breaching a Forced Marriage Protection Order is also a criminal offence.

In addition to areas already covered in the policy specific safeguarding issues that Springmead is aware of and has due regard for further issues detailed below.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues in these areas. For example we would refer to information for schools and colleges on the NSPCC website. Springmead can also access broad government guidance on the issues listed below via the GOV.UK website:

- drugs
- fabricated or induced illness
- faith abuse
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- honour based violence
- mental health
- private fostering
- sexting
- teenage relationship abuse
- trafficking

Disclosure of a Child Protection concern from a pupil 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 but reassure.

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.

Complete a Child Protection Incident Report (see appendix)

Inform the DSL **immediately**.

Do not interrogate or enter into detailed investigations: rather, encourage the child or young person to say what he wants until enough information is gained to decide whether or not a referral is appropriate.

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 young person if something concerning did happen or could have happened from the information they give you.

Then **REPORT** to Somerset Direct (it may be helpful to discuss potential referrals with your line manager and/or the designated person without delay). Appendix is a flow chart that will help staff in their deliberations as to whether to make a referral or not.

Schools staff **MUST NOT**

- Promise confidentiality, instead they should always act in the best interest of the child;
- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than their line manager, Somerset Direct, designated person and, as appropriate e.g. the Principal

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

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care or police immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

If the concern relates to a child or an adult who is not a staff member, the DSL, will consult and refer (as appropriate) the matter to Somerset Direct, Children's Social Care (0300 123 2224) and agree a joint action plan.

If the concern relates to the behaviour of a member of staff then the allegations procedure will be followed.

Reporting, Following up Concerns and Early Help

There will be other circumstances, not amounting to abuse, which give cause for serious concern about the welfare of pupils (e.g. inappropriate behaviour, being uncared for or in moral danger) should be referred to the Designated Safeguarding Lead who, in discussion with Deputy will determine subsequent actions which may include referring to Children's Social Care. Parents/carers will be informed as soon as a referral to Children's Social Care is made unless to do so would put the pupil at greater risk of harm. If there is any doubt, the DSL will consult with Children's Social Care beforehand.

If staff members have concerns about a child they should raise it with the Designated Safeguarding Lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but **it is important to note that any staff member can refer their concerns to children's social care directly**. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

Where it is believed that a child or young person is suffering from, or is at risk of, significant harm, schools staff follow the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) and the Local Safeguarding Children Board (LSCB) documents which can be found at <https://slp.somerset.org.uk/sites/somersetlscb/>. If a staff member believes a crime has been committed then the police will be informed immediately or at least within 24hours.

These procedures clearly confirm that the welfare of the child is of paramount importance and takes precedence over sensitivities about relations with partners, parents, or the likely reaction of others in the community, and any wish a child might have for complete confidentiality (which cannot be guaranteed). Parental consent is not required to make a referral but it is preferable.

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 school and the Local Authority.

In many cases the concerns do not reach the threshold for a Child Protection Referral but that of a Child in Need of an earlier intervention.

This is the function of the Early Help Assessment (Common Assessment Framework – CAF)

and Team Around the Child meeting. This will identify a lead professional who will bring appropriate professionals together to empower the family to address concerns raised. Details of this process are available at:

<http://www.somerset.gov.uk/policies-and-plans/strategies/common-assessment-framework-caf/>

Prompt sheet for Child Protection referrals

Somerset Direct may ask you to complete the Common Request for Involvement form. This prompt sheet will help you bring together all necessary information before picking up the phone.

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

Child's details

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

Family details

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

School/provision history

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

Child protection history

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

Informing the parent

In most cases it is agreed that it is better to tell the parent that you intend to refer to Children's Social Care or the Police but think it through. If you think telling may put the child or young person at more risk, take advice first. If in doubt, ring Somerset Direct (0845 3459122) and discuss with the Duty Social Worker.

Making the referral

Once there is all the necessary information available a child protection referral can be made with confidence, following the South West Child Protection Procedures (www.swcpp.org.uk). Record all your actions and responses from other agencies.

LSCB escalation policy

The Local Safeguarding Children Board's escalation policy provides resolution of professional disagreements in work relating to the safety of children.

Support for the Child

At all stages the child's views must be listened to. The school will provide ongoing support for the child (The guidance below is taken from Working Together to Safeguard Children – March 2015 & 2018). In all cases we will act in the best interest of the child.

Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of adults a of the needs of children.

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.

A child-centred approach is supported by:

- **Children Act 1989.** This Act requires local authorities to give due regard to a child's wishes when determining what services to provide under section 17 of the Children Act 1989, and before making decisions about action to be taken to protect individual children under section 47 of the Children Act 1989. These duties complement requirements relating to the wishes and feelings of children who are, or may be, looked after (section 22(4) Children Act 1989), including those who are provided with accommodation under section 20 of the Children Act 1989 and children taken into police protection (section 46(3)(d) of that Act);
- the Equality Act 2010 which puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. This applies to the process of identification of need and risk faced by the individual child and the process of assessment. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs; and
- **United Nations Convention on the Rights of the Child (UNCRC).** This is an international agreement that protects the rights of children and provides a child centred framework for the development of services to children. The UK Government ratified the UNCRC in 1991 and, by doing so, recognises children's rights to expression and receiving information

Children are clear what they want from an effective safeguarding system and this is described in the box below:

Children have said that they need

- **Vigilance: to have adults notice when things are troubling them**
- **Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon**
- **Stability: to be able to develop an on-going stable relationship of trust with those helping them**
- **Respect: to be treated with the expectation that they are competent rather than not**
- **Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans**
- **Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response**
- **Support: to be provided with support in their own right as well as a member of their family**
- **Advocacy: to be provided with advocacy to assist them in putting forward their views**

Staff Code of Conduct (see also Staff Handbook):

Cordial relations between teaching staff and pupils are at the heart of a happy and thriving school. At the same time, in the interests of all parties, professional boundaries must be observed.

Ambiguous and over-familiar behaviour, however well intentioned, can be misinterpreted and lead to serious moral and legal complications. We must all be aware of the possibility of accusations and try to avoid hazardous situations. A teacher should never speak to or touch a pupil in a manner that could be construed as having sexual overtones or that could be interpreted as a physical assault. **It is the action rather than the intention that may subsequently give rise to problems.**

- One to one meeting between staff and a pupil should be approached with caution. If in doubt, have somebody else present
- In one to one situations either leave the door open, establish clear boundaries or let someone else know the meeting is taking place. Learning support, peripatetic lessons and mentoring sessions need to have high regard for this guidance
- Avoid children sitting on laps, distressed children should be comforted but put down as soon as possible
- Encourage children to be independent, for example apply own suncream.
- If changing underwear is required follow guidance in Health and Safety policy.

Good practice includes valuing and respecting children as individuals, and the adult modelling appropriate conduct – which will always exclude bullying, shouting, racism or sexism.

Use of technology and social media by staff

-detailed in the Online Safety policy and Staff Handbook.

Personal mobile telephones, electrical devices, cameras, memory sticks etc,(see Online safety policy) The following guidelines are designed to protect ourselves as well as the children in our care. **Main School and EYFS Classes (Nursery and Reception)**

Within the school building and playground employees must ensure personal mobile telephones and devices are not used when on duty with children. They should be kept in the staffroom or management offices only, along with personal bags and any medication. **THEY MUST NOT EVER BE TAKEN into reception, nursery classrooms, school hall or the school office, where there are EYFS children present, unless very specific permission has been sought and agreed by the Principal or her Deputy. These are particularly vulnerable children (this applies to Holiday and After School Club too). In these exceptional circumstances it should be shared with other staff on duty via the staff room board so that other staff are aware you have your phone with you.**

Personal mobile phones and devices should not be used to take photographs at any time around children or the building. The building should be a mobile phone free zone apart from the staff room and the management offices.

- The school makes available telephones for employees use in the event that they need to make or receive telephone calls.
- The Principal reserves the right to check contents of personal mobile phones, devices, cameras and memory sticks at any point.
- The school infrastructure and individual workstations are protected by up to date virus software.
- Staff are expected to take upmost care of memory sticks and the like thereof and to use them appropriately at all times, on or off site
- As work mobile phones will no longer be provided to take out on school trips, it is asked that you take your own phone for emergency communication only, alongside a school iPad for taking photographs.

Main School Exceptions:

On fixtures and trips, we recognise that at times staff need to be able to take photographs to share with parents on social media. As our iPads do not have sim cards and as wifi may not be available staff need to use their own phones to take photos. These must be deleted as soon possible. If you plan to use your own phone for taking photographs you must have the permission of the Principal or her deputy. This permission would only be given for classes from Year 1 to Year 6. Please enter your phone number and name on the risk assessment sheet and write on the admin office board your name and trip. **It would always be preferable to take photos using the school iPad.**

EYFS Exceptions:

On EYFS trips away from school staff may use their own phone for communication purposes only. Permission must be obtained from the Principal or the Deputy Principal and other EYFS staff must be informed. Please enter your phone number and name on the risk assessment sheet and write on the admin office board your name and trip. **Photographs may never be taken on your own phone.** Photos are to be taken with the school iPad.

Please be aware that ANY infringement of the above would constitute gross misconduct and it is the duty of all staff to follow the Whistleblowing Policy if they have concerns that any of these points are not being followed.

Allegations of abuse by a member of staff or volunteer (paid or not paid) towards a pupil

The procedures relating to Allegations Management should be followed when it is alleged that a member of staff has:

1. behaved in a way that has harmed a child, or may have harmed a child;
2. possibly committed a criminal offence against or related to a child; or
3. behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Any allegation should be reported immediately to the Principal or Deputy Principal in the Principals absence. The only exception to this is if the allegation concerns the Principal in which case the allegation should be reported directly to the Local Authority Designated Officer (LADO) by the individual. **Somerset's LADO team can be contacted on 0300 123 2224.**

This instruction is given to new staff as part of their induction and all staff should be regularly reminded that such allegations must be reported as above.

On being advised of an allegation which meets the criteria, the Principal or Deputy must contact the Local Authority Designated Officer (LADO team) and their Human Resources Advisor within 1 working day. The Principal will refer to Keeping Children Safe in Education September 2018 and consult with the LADO to agree an action plan. This plan will be based on number 1-3 detailed above.

The LADO's role is to "provide advice and guidance to schools, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process."

Somerset's LADO team can be contacted on 0300 123 2224.

The Principal, in liaison with the LADO, will deal with all allegations against staff in accordance with Working Together and statutory guidance issued by the Government in October 2012 and July 2011, entitled Dealing with Allegations of Abuse against Teachers and other Staff).

In the event of lack of appropriate resources within the school or the nature or complexity of the allegation, consideration will be given to involving an independent investigator.

It is essential that any allegation of abuse made against a staff member or volunteer in the school is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Following consultation with the LADO (and subject to the decisions of a multi-agency strategy meeting that may be held) the parents/carers of a child will be told about the allegation as soon as possible if they do not already know of it. Both parents/carers and the person subject of the allegation will be kept informed of the progress of the allegation and

support offered.

The LADO (in consultation with Children's Social Care and the Police) will also advise on:

- reporting restrictions
- what information can be shared
- how to manage speculation, leaks and gossip.
- what if any information can be reasonably given to the wider community to reduce speculation
- how to manage the press should the need arise.

In the event of an allegation, an individual will only be suspended if there is no reasonable alternative consistent with keeping children safe. If suspension is deemed appropriate, the reasons and justification will be recorded by the employer and the individual notified of the reasons. The school will ensure that it provides effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Some rare allegations will be so serious the LADO (in conjunction with the school) will make an immediate referral to Children's Social Care and the Police.

Following discussion with the LADO it may be agreed that the school alone should follow up the issue, in which case the Principal will interview the complainant and staff member and share her findings with Jacqueline Beardsley, who will oversee any disciplinary aspects of the investigation. If subsequent information becomes available Children's Social Care will be informed and they will consider opening their own enquiry. In these circumstances the school's disciplinary process would be suspended until cleared by Children's Social Care and/or the Police.

These definitions are used when determining the outcome of allegation investigations:

Substantiated – there is sufficient identifiable evidence to prove the allegation

Unsubstantiated – there is insufficient evidence to prove or disprove the allegation

False – there is sufficient evidence to disprove the allegation

Unfounded –there is no evidence or proper basis which supports the allegation being made.

It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they said. Alternatively they may not have been aware of all the circumstances.

Malicious – there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

Allegations of Professional misconduct will be referred to NCTL (National College for Teaching & Leadership)

Resignations and compromise agreements:

If an accused persons resigns during an allegation investigation, this will not prevent an allegation being followed up in accordance with the guidance. Compromise agreements (i.e. a person agrees to resign if the employer agreed not to pursue disciplinary action) will NOT be used. There remains a statutory duty to make a referral to the Disclosure and Barring Service (DBS) where circumstances require it.

Record keeping in incidents related to staff and volunteers

Clear and comprehensive notes of the allegation and follow up will be kept on the relevant personnel file and a copy provided to the person concerned. However, allegations found to

be malicious will be removed.

References will not reflect allegations which have been proven to be false, unsubstantiated, unfounded or malicious.

Reporting to Ofsted and DBS

If an allegation of serious harm or abuse by any person living, working or looking after children at the premise or elsewhere, or any other abuse on the premise, a report must be made to Ofsted within fourteen days. The school at the same time will refer cases to DBS where a member of staff has been dismissed or left due to risk or harm to a child.

Confidentiality

The school will maintain confidentiality when handling allegation of abuse and guard against unwanted publicity.

No statement should ever be made prior to a person being charged and then only if deemed appropriate following advice from the LADO team.

Allegations of abuse made against other children

Staff recognise that children are capable of abusing their peers. Our aim is to create an environment that minimises risk of this occurring with careful behaviour management (see behaviour policy and Anti-bullying policy), close supervision and a culture of openness, listening and honesty. How we deal with allegations of abuse are detailed within the school behaviour policy and Anti-bullying Policy and Online Safety policy.

Where there is reasonable cause to suspect that a child is suffering, or likely suffer significant harm from abuse by another child or group of children, then such abuse will be notified to Children's Social Care. This is most likely to include, but not limited to: bullying (including online bullying), gender based violence/sexual assaults, unacceptable banter and sexting. It is expected that all children involved, whether perpetrator or victim, are to be treated as being "at risk". Victims will be supported initially by the child's class teacher, the school principal, and as appropriate by more expert professionals as advised by Children's Social Care or other appropriate advisory channels, such as the Police.

Confidentiality

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any child or young person. Staff should make children and young people aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken. We will always act in the best interest of the child.

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

The Children Act 1989 (see Appendix 1) and subsequent legislation state that the “welfare of the child is paramount”. This means that considerations of confidentiality which might apply to other situations should not be allowed to override the rights of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

Records and Monitoring

Well-kept records are *essential* to good child protection practice. Schools are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children, young people and families, and others in an advisory and support role, we will promote all institutions to:

- Keep clear detailed written records of concerns about children and young people.
- Ensure all records are kept secure and in a locked location.
- Ensure records are passed on to the receiving institution if a child or young person transfers.

Schools written notes/records of any child protection issues regarding individual children and young people will be kept securely and separately electronically. Where necessary we ensure that child protection information has been passed on to Somerset Direct appropriately

Monitoring and review

This policy is the Principal’s ongoing responsibility and its effectiveness is reviewed annually in consultation with the staff.

Signed:

Date:

Springmead School Prevent Duty Risk Assessment/Action Plan**This also acts as our Prevent Protocol**

We will undertake an annual review of the risk assessment as this policy is being reviewed

Prevent Vulnerability/Risk Area	Y/N	Action taken to reduce risk/already in place	Responsibility
Leadership and training Do the following people have a good understanding of their own and institutional responsibilities in relation to the Prevent Duty? Governor (MT) Principal (MT) Deputy Principal (SC) Safeguarding Lead (MT, SC from Sept 2017) Deputy Safeguarding Lead (MT) Compliance Person (SO) All Staff Volunteers	Y	MT undertook Home Office training. MT with SO then completed a Risk Assessment on Radicalisation, we judge ourselves to be low risk. Awareness discussion led by MT at staff meeting. All staff read KCSIE Part 1 And Annex A Sept 2019 (and previous versions) All staff then to complete online Prevent training. This covers:- Teaching British Values Understanding the factors that make people vulnerable to terrorism Challenge extremist idea Recognise vulnerabilities and be aware of what actions to take in response Know about Channel partnerships	MT SO S Cox Staff Volunteers
Partnership Does the school engage with local Prevent training? Does the school have a single point of contact? (SPOC)	Y	MT undertook training organised by Somerset Local Safeguarding board working with Somerset independent schools MT is the SPOC	MT
Welfare, pastoral support Are there adequate arrangements to support children's pastoral needs and are these effective?	Y	We have myriad processes in place to support pastoral issues around Prevent:- Virtue Programme Explicit teaching of British Values through the curriculum Small classes with many opportunities to spend time with individual children Springmead Way, Ambassador role of older pupils	MT / SCox Staff
Speakers and Events Is there an effective process for monitoring visitors and speakers?	Y	All visitors are cleared by MT who will be specifically considering Prevent Risk. For example a local councillor visited the children prior to the election, the councillor offered not to talk about his party or his political beliefs. Multi-Faith events. Visitors and materials are discussed in some length before they are allowed to participate. Where appropriate informal checks (ie google	MT Staff

		search) would be carried out. Risk assessments are completed on each planned visitor	
Safety Online Does the school have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? Does the School employ filtering/firewall systems? Does this also include use of children's own devices?	Y Y Y	Our Online safety policy and practices have been reviewed to reference Prevent. The school has a stringent Firewall system which closely monitors attempted searches and flags these up to the Online safety team. Children are not allowed to bring in their own devices. Parents are invited to attend annual Online safety Training hosted by the school and run by the police.	MT Online safety team
Prayer and Faith facilities Does the school have separate prayer facilities? Does the school give balanced view on Christian prayer?	N Y	Whilst two thirds of assemblies are Christian, children are always invited to say 'Amen' if they want to make it their prayer. The Chaplain is very careful to respect all faiths and beliefs, this is supported by the whole team.	MT Staff
School Security Are there effective arrangements in place to manage access into the school by visitors? Are visitors badged? Are dangerous substances stored on site? Is there a procedures in place covering the distribution (including electronic) of leaflets or other material?	Y Y Y Y	Building secure, grounds locked except for pick up and drop off times. Visitors have lanyards COSHH fully implemented, dangerous products either locked or kept in high cupboards. All leaflets are viewed by MT prior to distribution to ensure appropriateness of material.	MT KH AG SO
Safeguarding Is protection against the risk of radicalisation and extremism included within the Safeguarding and other relevant Policies? Has the school used Channel? Would the School know how to use Channel? Does the School have a policy regarding referral to Channel, identifying a recognised pathway and threshold for referral?	Y N Y N	Safeguarding Policy -done Now reviewing Online Safety Policy, Recruitment Policy, SMSC, Risk Assessment Policy and curriculum policies Procedures are detailed within the Safeguarding policy.	MT SO
Communications Is the School's Prevent Lead	Y	Sally Cox	MT

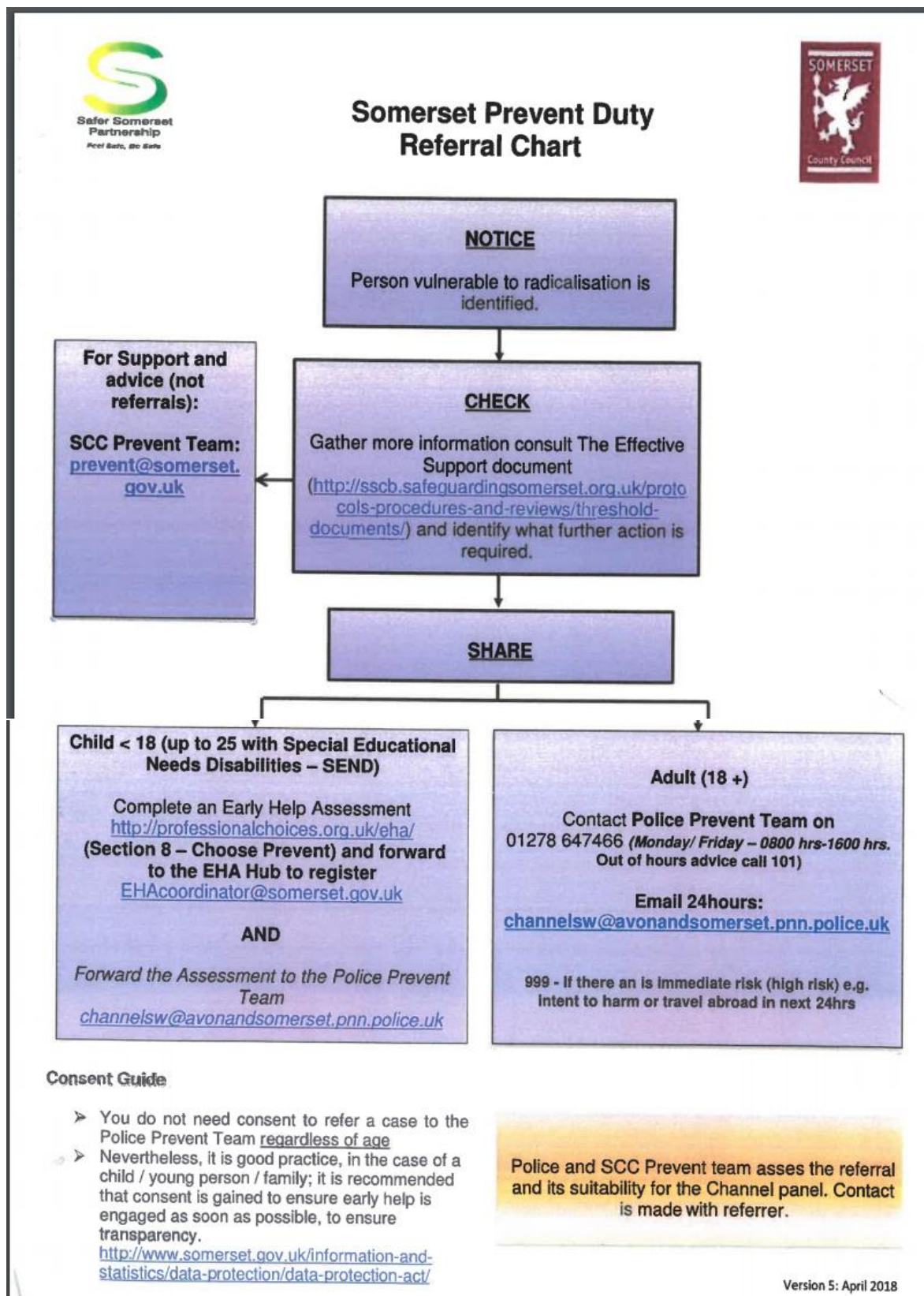
widely known across the School? Are staff made aware of Prevent Duty, current risks and appropriate activities in this area? Are their information sharing protocols in place to facilitate information, between staff and with Prevent Partners? Do we communicate risk to children?	Y Y Y	Yes through training and weekly staff meetings Weekly staff meeting agenda item We teach risk through on-line safety and PSHE programme. Review if we should be doing more.	
Incident Management Does the School have a critical incident plan which is capable of dealing with terrorist related issues? Is a suitable trained person identified as the lead on the response to such incidents? Does the school have effective arrangements in place to identify and respond to tensions on or off site which may impact on staff or pupils?	N Y Y	The School follows advice given in ‘Responding to Critical Incidents Guidelines for Schools’ from the DFE 2015. MT would be the lead One site, rapid communication is shared amongst staff	MT
Sub-contracted staff Does Awareness training extend to sub-contracted staff Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers?	N Y	 Subcontracted staff are supervised apart from Andy Gulliford who undertakes training with staff.	MT
Freedom of Expression Does the school have a Freedom of speech policy?	N	Fundamental British Values are implicit in our policies and practices, which in turn values liberty, mutual respect and tolerance.	MT
Risk Assessment ---Due to the above information we deem ourselves to be a Low Risk setting.			MT

Appendix 1

Training Certificate for Safeguarding Lead

APPENDIX 2

Process map for Schools staff reporting a concern of a vulnerable individual
Prevent and Channel



APPENDIX 3: What to do if you are worried a child is being abused

Actions when there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm- full details in Chapter one of [Working together to safeguard children](#).

(4) This could include applying for an Emergency Protection Order (EPO).

Appendix 4 CHILD PROTECTION INCIDENT REPORT

Name of person completing this report

This report should be completed IMMEDIATELY following any incident which raises any concern about possible child abuse (eg on observation of an unexplained/suspicious injury or following something said by a child which causes concern). It should be completed by the member of staff accurately and confidentially. This form must be passed THE SAME DAY to the school's Designated Safeguarding Lead or deputy in her absence and a decision made about what should happen next.

DETAILS OF INCIDENT

Child involved

Date of birth

Year group/class

Place where incident/observation of injury/disclosure occurred

Date

Time

Record here EXACTLY what you saw or heard, including actual site of any injury (eg upper right arm), size/colour of bruising etc or an exact record (as far as possible) of anything said to you by the child. Record also any relevant comments made by yourself (avoid asking any more questions than are necessary to clarify any uncertainties). Please use reverse side if required.

Signature

Reported to the Designated Teacher at [](time) on [] (date).

Action taken/No further action (specify)

Signed

(Designated Safeguarding Lead)

This record should be stored securely by the DSL

Appendix 5

Worried?
Speak to one of these people

- Mrs Cox**
Designated Safeguarding Lead
- NSPCC Helpline**
0808 800 500
help@nspcc.org.uk
- Mrs Taylor**
School Principle & Deputy Safeguarding Lead
- Mr Shone**
School Chaplain
- Your parents**
- Childline**
0800 1111
- The Children's Commissioner**
020 7783 8330
info.request@childrenscommissioner.gsi.gov.uk
- A friend**
- A teacher or someone who works at Springmead**
- A digital leader**
- A Year 6 Ambassador**

SPRINGMEAD SCHOOL
Carpe Diem