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Safeguarding and Child
Protection Policy
3.2



LIGHTHOUSE
SCHOOLS PARTNERSHIP

The Federation of West Leigh Infant
School and Backwell C of E Junior School



SAFEGUARDING AND CHILD PROTECTION POLICY

Statutory

Each Headteacher and Local Governing Body holds responsibility for Safeguarding and Child Protection in their school. This model policy must therefore be adopted (and if necessary amended) in each Trust school. Signed copies should be lodged with the Clerk to the Board of Trustees once adopted. Where amendments are made these should be clearly marked so that they can be reported to Trustees.

Model Policy Approved by Board of Trustees

Signed:

A handwritten signature in black ink, appearing to read 'A Haysom'.

Name: Adele Haysom

Date 09 September 2019

Chair of Board of Trustees
Authorised for Issue

Signed:

A handwritten signature in blue ink, appearing to read 'G Lewis'.

Name: Gary Lewis

Date 09 September 2019

Chief Executive

School Policy Approved by Local Governing Body

Signed:

Name:

Date

Chair of Local Governing Body
Authorised for Issue



SAFEGUARDING AND CHILD PROTECTION POLICY

Statutory

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1. Introduction

School Child Protection and Safeguarding Policy Framework

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.*

(Keeping Children Safe in Education 2019)

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government advice, national guidance and local publications and Children Safeguarding Boards:

- Working Together to Safeguard Children, July 2018
- Keeping Children Safe in Education, September 2019
- Guidance for Safer Working Practice for Adults who work with Children and Young People, May 2019
- Prevent Duty Guidance, July 2015
- Mandatory reporting of Female Genital Mutilation, December 2016
- Disclosure and Barring Service Guidance, April 2018
- North Somerset Safeguarding Children Partnership
- Bath and North East Somerset Safeguarding Children Board
- South West Child Protection Procedures

This Policy is derived from the Lighthouse Schools Partnership model Safeguarding and Child Protection Policy which has been approved by the Board of Trustees. The Board of Trustees has delegated final amendment and adoption to the Local Governing Body.

The Local Governing Body and the Lighthouse School Partnership Board of Trustees recognise the need to ensure that they comply with their duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSIE) September 2019, Working Together to Safeguard Children July 2018 and locally agreed inter-agency procedures put in place by North Somerset Safeguarding Children Partnership /Bath & NE Somerset Safeguarding Children Board (LA safeguarding bodies). This policy will be reviewed annually, as a minimum, and be made available publicly on the school website and on request.

The term safeguarding covers a wide area and numerous policies and guidance which all staff should be aware of. These policies and procedures are detailed below and can be found on the school website or are available on request.

- LSP Attendance Policy

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- LSP Health and Safety Policy
- LSP Complaints Policy
- LSP Staff Anti-Bullying Policy
- LSP Staff Code of Conduct
- The school's Internet/e-safety Policy
- The school's Physical Contact Policy (where appropriate)
- LSP Recruitment Policy
- LSP Preventing Extremism & Radicalisation Policy
- LSP Whistle blowing (Safeguarding) Policy

School staff play a critical role in Safeguarding and Child Protection as they are in a position to identify concerns early and provide help for children and young people, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children and young adults in education. This system is described in statutory guidance Working Together to Safeguard Children July 2018. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Where the term 'staff' is used in this policy it embraces teachers, support staff, members of the Trust's central team, agency and third-party staff and volunteers. Where the term 'Governors' is used it will also include Members and Trustees. Where records are referred to, these may be written or digital. Schools in the Lighthouse Schools Partnership use the CPOMS system as their main record for Safeguarding and Child Protection matters.

1.1 Statutory Framework

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act. In order to fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements set out in chapter 2, paragraph 4 of Working Together to Safeguard Children July 2018. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Keeping Children Safe In Education September 2019.

2. Procedures

The procedures for safeguarding children will be in line with North Somerset Safeguarding Children Partnership /Bath and North East Somerset Safeguarding Children Board and the South West Child Protection Procedures adopted by both Local Authorities. They will follow any guidance issued by The Department for Education (DfE), namely Keeping Children Safe In Education September 2019 (KCSIE) and Working Together to Safeguard Children 2018. Both Local Authority safeguarding bodies publish Threshold Criteria for Children in Need and Child Protection Referrals which provide clear frameworks for identifying levels of need and the action required to support and safeguard children.

2.1 Safer Recruitment

The school will follow relevant guidance in Keeping Children Safe in Education September 2019 (Section 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>.

In Particular:

- The school will ensure that at least one person on recruitment panels has undertaken all appropriate safer recruitment training as outlined in KCSIE September 2019;
- The school will conduct all appropriate pre-appointment checks on staff and Governors including enhanced DBS checks as set out in paragraph 149 of KCSIE 2019. For the avoidance of doubt, all Members, Trustees and Governors will also require Section 128 checks.
- With regard to the recruitment of volunteers, an enhanced DBS will be required for any volunteers who may have unsupervised contact with a child. For volunteers whose contact with children will always be supervised, a signed self-declaration form (available from Trust HR team) should be obtained. For the avoidance of doubt, a volunteer is someone who is regularly involved with activities in the school as distinct from a visitor.
- The school will maintain a Single Central Record of pre-appointment checks for all members of staff, Governors, salaried teacher-trainees and agency/third-party supply staff.
- The Central Team of the Trust will maintain a Single Central Record of pre-appointment checks for staff employed within the Central Team and for Members and Trustees - these checks will be available to schools for review and to provide to Ofsted Inspectors when a school is being inspected.
- The school will ensure that all staff and volunteers have read the Trust's staff code of conduct and understand that their behaviour and practice needs to be in line with it.
- The school should ensure that any term-time contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check and have received safeguarding training appropriate to their roles (this may be the same training as directly employed staff, for example in the case of catering contractors who are based at the school, or it might be checking of DBS status, for example in the case of grounds maintenance staff who are only on site occasionally). If the Headteacher or DSL is not satisfied that appropriate training has been received they should require that school-based training is undertaken. In the case of self-employed contractors it may be necessary for the school to obtain the DBS check.
- Where the school places a pupil with an alternative provision provider written confirmation will be obtained from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.
- For Initial Teacher Training students the school will obtain written confirmation from the provider that it (the provider) has carried out all pre-appointment checks that the school would otherwise be required to perform.
- In the event of a pre-appointment check returning information which raises concern but which does not disbar an applicant from working with children, advice must be sought from the Trust's Head of HR. It may also be necessary to seek advice from the DOFA/LADO. The safety and wellbeing of children and young people is paramount and an appointment should only be made where the school is confident that safeguarding practice is not compromised.

2.2 Allegations

A separate LSP Whistleblowing (Safeguarding) Policy sets out the procedure and practice for making and managing allegations of a Safeguarding nature. This policy is published on the website of the school and the Trust.

Any allegations against staff (other than the Headteacher), volunteers, Governors, contractors and visitors that indicate that they may have:

- 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 he or she would pose a risk of harm to children

will be reported immediately to the Headteacher or the Designated Safeguarding Lead, if the Headteacher is not present. The Headteacher will immediately inform the Designated Officer for Allegations in North Somerset (DOFA) (01275 888808) or the Local Authority Designated Officer in Bath & NE Somerset (LADO) (01225 396810) and seek advice.

- If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the Chief Executive Officer who will immediately seek the advice of DOFA/LADO.
- Allegations relating to members of the Trust's central team (other than the Chief Executive) will be reported immediately to the Headteacher or the Designated Safeguarding Lead of the school, if the matter relates to conduct involving a school or pupils at a school. Any other allegations should be reported to the Chief Executive. The allegation will immediately be reported to the DOFA/LADO.
- If the allegation concerns the Chief Executive Officer, the person receiving the allegation will immediately inform the Chair of Board of Trustees by email (Chairoftrustees@LSP.org.uk). They should seek confirmation from the Chair that the information has been received and acted upon. The Chair can also be contacted via the Clerk to Trustees. It is the responsibility of the Chair to immediately report the matter to the DOFA/LADO and seek advice.
- The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Guidelines.

2.3 Creating a culture of Safeguarding and Child Protection

The school recognises that, because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse and that all staff and Governors have a full and active part to play in protecting our pupils from harm. To build a strong culture of Safeguarding and Child Protection the school will:

- Have a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) who have undertaken Multi-agency Advanced Safeguarding Training as recommended by the North Somerset Safeguarding Children Partnership / Bath and NE Somerset Safeguarding Children Board and who update this training every two years.
- Have a nominated Governor responsible for safeguarding who has received

recent training from a qualified source such as the Local Authority or Lighthouse Schools Partnership.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at inter agency meetings, strategy meetings and case conferences.
- Raise the awareness of all staff members, Governors and volunteers of the need to safeguard and promote the welfare of children, and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensure that all staff, volunteers and Governors maintain an attitude of 'it could happen here' and when concerned about the welfare of a child always act in the best interest of the child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Embed opportunities in the curriculum and school life for children to develop the skills they need to recognise when they are at risk and how to get help when they need it - provision will be appropriate to age and may include education about peer on peer abuse, online abuse, Child Sexual Exploitation, Radicalisation and Female Genital Mutilation.
- Ensure that filters and safeguards are applied to online content available to pupils and, where applicable, clear guidelines are given on the acceptable use by children and adults of IT equipment.
- Ensure every member of staff (including temporary, supply staff and volunteers) and the local governing body knows the name of the Designated Safeguarding Lead (DSL) and their deputies responsible for child protection and their role.
- Clearly display the names of the Designated Safeguarding Lead and their deputies so they are clearly visible in the school. In addition, a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations will be displayed.
- Adopt an approach of Contextual Safeguarding which considers the wider environmental factors in a child's life that might be a threat to their safety or welfare.
- Seek to obtain more than one emergency contact number for each pupil.

The training of staff, Governors and volunteers is an essential element in delivering a culture of Safeguarding and Child protection, so the school will:

- Ensure all members of staff and Governors complete Basic Awareness training by the Local Authority Safeguarding in Education Officer or other qualified trainer/source (with the permission of the Trust's CEO) in order to understand their responsibilities relating to safeguarding children. Such training should be annually updated;
- Ensure that all staff members and Governors are aware of the systems within the school which support safeguarding - this should include the Safeguarding and Child Protection Policy, staff Code of Conduct and the school's Behaviour Policy and Anti-bullying Policy. This information should form part of an induction process for any new member of staff or Governor;
- Ensure that all staff members have read part 1, part 5 and Annex A of KCSIE September 2019 and that this forms part of an induction process for all new members of staff (the school will keep a record of this and staff will sign to confirm that they have read the guidance);
- Ensure all staff must be aware that they have a professional responsibility to share information to other agencies in order to safeguard children and that they cannot promise a child to keep secrets which might compromise the

- child's safety or well-being, or that of another;
- Ensure all members of staff have an awareness of types of abuse including Sexual, Physical, Emotional and Neglect and of specific forms of abuse and safeguarding issues such as peer to peer abuse, children missing from education, child sexual exploitation, serious violence, involvement of children in serious crime, 'honour-based' violence (HBV), FGM and forced marriage;
- Ensure that all members of staff are aware of their responsibilities under the Prevent Duty and Channel Programme using KCSIE 2019 and receive online <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html> or face to face training on Prevent;
- Ensure that all members of staff are aware of the duty to report Private Fostering arrangements to the Local Authority (this will normally be discharged by the Headteacher or DSL);
- Ensure that all teachers are aware of their Mandatory Reporting Duty in relation to Female Genital Mutilation (KCSIE September 2019) (such reports should be made by the directly to the Police).

The school will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour;
- Being vigilant to issues that particularly affect different genders - for example, upskirting or sexualised/ aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;
- Being vigilant for peer on peer abuse involving the inappropriate use of mobile phones, particular the taking and distributing of indecent images of minors, which may include images taken and distributed by the children/young people themselves (sexting);
- Recognising that experiences of significant harm in may occur in extra-familial contexts, seeking to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- Ensuring the curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff about matters that concern them and that those concerns will be taken seriously and dealt with appropriately;
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves.

2.4 Implementing Procedures for Reporting Abuse

There are four categories of Child Abuse: Neglect, Physical, Emotional and Sexual (full definitions of abuse are set out in KCSIE 2019 and other guidance documents). Staff are trained to be vigilant of the signs and symptoms and to know to report any concerns to the DSL (or Deputy DSL) promptly and accurately on CPOMS, which will also be used to track progress with the referral. (Staff may additionally report the matter verbally or in email to the DSL but this should **not be an alternative** to recording the concern on CPOMS.)

Members of the school community, such as Governors, who do not have access to CPOMS, should raise any child protection concerns directly with the DSL, who will ask them to record their concerns in writing. It will be for the DSL to make sure that the record is added to CPOMS so that all information is held securely and together.

The Definitions, Signs and Symptoms are outlined below:

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, ensure adequate supervision, fail to protect, which is likely to result in the serious impairment of the child's health or development. Neglect may occur in pregnancy due to substance misuse

Signs and Symptoms not limited to: -

- Voracious appetite
- Child thrives away from home
- Child is unresponsive
- Faltering or static weight gain or growth
- Child left unsupervised
- Smelly and dirty appearance
- Untreated conditions
- Multiple accidents

Physical Abuse: which may include hitting, shaking, throwing, poisoning, drowning, suffocating or otherwise causing physical harm to a child. May be caused when a carer fabricates or induces illness in a child

Signs and Symptoms such as non-accidental bruising to:

- Head
- Trunk/ upper arms
- Inside thighs
- Ears/ cheeks
- Any bruising on a non-mobile infant

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects of the child's emotional development. It may also involve seeing or hearing the ill treatment of another. (Domestic Abuse), Overprotection, limiting exploration, preventing the child participating in normal social interaction.

Signs and Symptoms not limited to: -

- Faltering growth
- Erratic weight and growth patterns
- Frozen awareness
- Psychosomatic illness
- Developmental delay
- Behavioural signs
- Self-mutilation
- Wetting/ soiling

Sexual Abuse: forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Such abuse might include being subject to sexual acts or viewing age inappropriate sexual media content. The activities may involve physical contact, or not.

Signs and Symptoms not limited to:

- Minor injury on genitals
- Recurring UTI's
- Pregnancy
- STI's

- Sudden onset of behavioural difficulties
- Age inappropriate sexual play or language
- Self-mutilation
- Persistent abdominal pain

Responding to concerns relating to abuse

In responding to concerns and reports of abuse or risk the school will:

- Act swiftly and in accordance with its own policies, the processes set out by the Local Authority safeguarding bodies and other statutory guidance;
- Understand the responsibility to safeguard children requires that the school will appropriately share any concerns that the school may have about children. This may include contacting the Single Point of Access (SPA), Social Care or the DOFA/LADO who will provide consultation and advice for anyone working with children;
- Notify Social Care immediately if there is an unexplained absence of any pupil who is subject to a Child Protection Plan (or an absence which has been explained by a parent or carer but the school remains concerned);
- Ensure that parents are clearly informed of the school's responsibility for safeguarding and child protection;
- Seek to discuss any concerns about a child with their parents and gain consent to make a referral or an offer of support. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be taken in order to ensure the child's safety is not placed at risk. If in doubt, the school will consult with Social Care on this point;
- Recognise that all matters relating to child protection are confidential and the Headteacher or Designated Safeguarding Lead/Deputy DSL will disclose personal information about a pupil to other members of staff on a need to know basis only;
- Always undertake to share the intention to refer a child to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the school will consult with Social Care on this point.
- In cases of 'sexting' or other distribution of indecent images of minors a report should be made to the police. Advice about how school and police can avoid 'criminalising' a young person is available in the UK Council for Internet Safety publication: *Sexting in schools and colleges: responding to incidents and safeguarding young people*
<https://www.safeguardingschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf> .

2.5 Implementing Procedures for Child Protection

Role of the Designated Safeguarding Lead (DSL)

The DSL and any deputies are most likely to have the complete safeguarding picture and

be the most appropriate person to decide on the response to safeguarding concerns. When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached at which point they will make a referral to the referral and assessment team in the Local Authority in which the child/young person's resides. If the DSL is unsure whether the threshold has been met they will contact the Referral and Assessment Team in the relevant Local Authority.

Where the DSL believes that a child or young person may be at imminent and significant harm risk of harm they should immediately call the Referral and Assessment Team:

- North Somerset 01275 888808 or Emergency Duty Team (outside office hours) 01454 615 165.
- Bath & NE Somerset 01225 396312/01225 396313 or Emergency Duty Team (outside office hours) on 01454 615165.
- Bristol 0117 903 6444 or Emergency Duty Team (outside office hours) 01454 615 165
- Somerset 0300 123 2224 or Emergency Duty Team (outside office hours) on 0300 1232327

If an immediate police response is required, the DSL should request police assistance via 999.

Where a safeguarding concern does not meet the threshold for social care, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

Engagement with other agencies

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant, up to date information about the child as possible, including submitting reports for child protection conference where possible in advance of the meeting.

Concerns about attendance or whereabouts of pupils

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Where staff have a concern about a child's attendance they should report it to the DSL who will be best placed to assess the concern in the context of other safeguarding information.

Children missing education (CME) are children of compulsory school age who are not

registered pupils at a school and are not receiving suitable education elsewhere. The procedure to follow when a child goes missing from education is set out in the LSP Attendance Policy and states that unexplained absences of one week or longer will be reported to the Local Authority. Any child missing for over 10 days will be reported as a Child Missing Education. The advice of the LA safeguarding bodies is available here:

North Somerset

http://www.proceduresonline.com/swcpp/northsomerset/p_ch_missing_educ.html

Bath and NE Somerset

http://www.proceduresonline.com/swcpp/banes/p_ch_missing_educ.html?zoom_highlight=missing+in+education

2.6 Information sharing, record keeping and confidentiality

Information sharing is vital in identifying and tackling all forms of abuse. As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the GDPR / Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are substantiated safeguarding concerns.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded on CPOMS. If in doubt about recording requirements, staff should discuss with the DSL.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of Trust or school staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

The school will always undertake to share its intention to refer a child to Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

2.7 Further information

Full definitions of safeguarding terms and further information about specific forms of abuse is published in Annex A to KCSIE 2019. All school leaders and staff working directly with children are required to have read this guidance. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>