



Charlton Horethorne CE Primary School

Safeguarding and Child Protection Policy 2024 - 2025

Named Designated Safeguarding Lead(s)

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Academy Representative	Chair of Academy Committee
Sara Watkins <i>Headteacher</i>	Helen Free <i>KS2 Teacher</i>	Dave Horn	Amanda Mackintosh

Personnel with designated responsibility in relation to allegations against staff

Designated Senior Manager (this would normally be the Head teacher)	Designated Safeguarding Lead	Chair of Academy Committee	Nominated Academy Representative
Sara Watkins <i>Headteacher</i>	Helen Free <i>KS2 Teacher</i>	Dave Horn	Amanda Mackintosh

Dates the Child protection Policy is reviewed.

Review Date	Changes made/Details of action plan	Due Date	By Whom
05.09.2024	Annual Review and Update	September 2024	Sara Watkins

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1. Introduction

Everyone at Charlton Horethorne Primary School and the SAST Central Team who meets children (either directly or indirectly), and their families have a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children to prevent concerns from escalating. We will work with Children's services, the police, health services and other relevant agencies to promote the welfare of children and protect them from harm.

For the purposes of this guidance children includes everyone under the age of 18.

This policy applies to all staff, including The Senior Leadership Team, teachers, volunteers, trainee teachers, non-teaching staff, contractors and/or apprentices, working in or on behalf of the school. It provides information about the actions the school expects from all staff, it will be updated annually and known to everyone working in the school and the Academy Committee. It will be available to parents on request and via our website.

This policy is compliant with the statutory guidance for schools and colleges; Keeping Children Safe in Education 2024, Working Together to Safeguard Children 2023, the NON-Maintained Special Schools (England) Regulations 2015 and the Apprentices, Skills, Children and Learning Act 2009 (As amended)

Everyone working in or for our school must share the objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop in our school setting.
- Identifying and responding to 'early help' needs of children and families.
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.
- Maintaining a culture of vigilance and an attitude of 'It could happen here'.
- Being aware that children may not feel ready or know how to tell someone they are being abused, exploited or neglected and or recognise their experiences as harmful. (KCSiE 2024 Para 17))
- Staff will demonstrate professional curiosity and consult with the Designated Safeguarding lead as they are the most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. (KCSiE 2024 para 17))

2. Our School's Commitment

All Staff are committed to safeguarding and promoting the welfare of all our pupils. Each pupil's welfare is of paramount importance. We recognise that safeguarding is everyone's responsibility at our school regardless of their position within the staff team and all staff will ensure they use a child-centred approach to ensure that they consider what is always in the best interests of the child.

For the purposes of this guidance children includes everyone under the age of 18.

2.1 Safeguarding and promoting the welfare of children is defined as:

Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable children to have the best outcomes.

2.2 Child Protection

Refers to procedures and actions undertaken regarding children who are at risk of significant harm or have been significantly harmed.

We recognise that:

- Some children may be especially vulnerable to abuse including those missing education, those experiencing extra-familial risk or with a special educational need or disability.

Note: KCSiE 2024 emphasises 'where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs (Paragraph 171)

Useful references:

<https://www.gov.uk/government/publications/alternative-provision>
<https://www.gov.uk/government/publications/alternative-provision>

- Children who are abused, neglected and/or exploited may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be disruptive and/or challenging.
- Children can be both victims and perpetrators of abuse.
- Children who harm others may have been maltreated themselves.
- Allegations against staff can occur, however careful and safe our recruitment practices are.

2.3 Our Approach to Safeguarding Children

- We will ensure all staff are aware of their safeguarding and child protection responsibilities.
- All staff have appropriate training to ensure they can identify children and young people where concerns about their safety and welfare arise.
- All staff will be aware of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, unexplained and/or persistent absences from education, serious violence (including linked to county lines) radicalisation and consensual and non-consensual sharing of nude and semi -nude images and or videos. (KCSiE 2024 Para 29)
- We will ensure all staff and pupils know they can raise issues with the Designated Safeguarding Lead (DSL) (or Deputy DSL's) and that their concerns will be taken seriously.
- There will always be a Designated safeguarding Lead (DSL) (or Deputy DSL) on site.
- All Designated Safeguarding leads (or Deputy DSL's) will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

3. Roles and Responsibilities

3.1 All staff and volunteers will:

- Fully comply with the school's policies and procedures, attend appropriate training, and inform the Designated Safeguarding Lead of any concerns. To ensure that where a child is suffering or is likely to suffer from harm a referral to Children's social care will be made (KCSiE 2024).
- The Academy Committee will ensure that the mechanisms are in place to support all staff to understand and discharge their role and responsibilities to safeguarding all pupils in our school.
- The Senior Leadership team, DSL's and DSL's, and the Academy Committee will read and sign to say they have read the full guidance of 'Keeping Children safe in Education 2024.
- All teaching staff, TA's, Pastoral support staff and any other staff who work directly with children in your school will read and sign to say they have read and understood Part one of KCSiE 2024
- All staff in the school who do not work directly with children will read and sign to say they have read and understood Annex A of KCSiE 2024.

4. Designated Safeguarding Lead(s) (DSL)

4.1 Referrals

- The Designated Safeguarding Lead will act as a source of support, advice and expertise within our school and have access to the Somerset Safeguarding Children Partnership (SSCP). They will consult with and/or refer cases of suspected abuse or allegations to Children's Social Care and maintain a record of all referrals.
- Liaise with the Headteacher to advise of any issues and ongoing investigations and ensure there is always cover for the DSL role.
- Attend and contribute to safeguarding and child protection meetings as appropriate.
- Monitor and support Child in Need, Child Protection plans and Early Help (Team around the family (TAF) and Team around the child (TAC) plans.
- Keep detailed, accurate and securely stored written or electronic records, which will include the outcomes of all actions taken.

4.2 Training

- The DSL will recognise how to identify signs of abuse and know when it is appropriate to make a referral to children's social care.
- Have knowledge of the Somerset Safeguarding Children Partnership Resolving professional differences Protocol and the Local Authority Designated Officer (LADO) role
- Have a clear understanding of the process involved for a child protection case conference and be able to attend and contribute to these.
- Ensure that all staff have access to and understand the school's Child Protection Policy.
- Ensure that all staff have induction safeguarding training and receive regular updates.
- Access resources and attend any relevant or refresher training courses at least every two years.

4.3 Raising Awareness

- The Designated Safeguarding Lead with the support of the Head of Safeguarding will ensure the Child Protection Policy is up to date and reviewed annually and work with the Academy Committee regarding this.
- Ensure parents are aware of the Child Protection Policy which will alert them to the fact that referrals may be made by the DSL or a member of school staff, to ensure parents are clear of the schools safeguarding responsibilities and to avoid conflict later.
- When a child leaves the school, ensure the child protection file is copied for the new setting in a timely manner and transferred to the new school separately from the main pupil file, as well as ensure the pupil's Social Worker is informed.

- The DSL and the Safeguarding Governor complete the Annual Audit return for the Somerset Safeguarding Children Partnership to ensure that the school is meeting its requirements under statutory guidance.

5. Role of the Head Teacher

Our Head Teacher will ensure that:

- The policies and procedures adopted by the Academy Committee are implemented and followed by all staff.
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, relationship education and extra-familial risks including Child Criminal exploitation.
- Sufficient resources and time are allocated to enable the DSL and the deputy to carry out their roles effectively, including the attendance at initial and review child protection conferences, core group and other necessary meetings.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy.
- They have completed Safer Recruitment training.
- The procedure for managing allegations against staff is known to all staff and displayed in staff rooms.
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO)
- Anyone who has harmed or may pose a risk to a child is referred to the DBS and any other relevant professional body.
- A senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.

6. Responsibilities of the Academy Committee

Our Academy Committee will ensure that:

- The school has a Child Protection Policy with procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures.
- The policy is made available to parents on request and via our website.
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school follows the Somerset Safeguarding Children Partnership guidance, and the statutory guidance Keeping Safe in Education 2024 (Part 4), for dealing with allegations of abuse against staff and volunteers.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy).
- There is a named Academy Representative for safeguarding and DSL and DDSL within the school.

- Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction.
- Staff Comply with the Somerset Safeguarding Children Partnership. They remedy, without delay, any deficiencies, or weaknesses regarding safeguarding arrangements.
- An Academy Representative is nominated to be responsible for liaising with the LADO and /or partner agencies in the event of allegations of abuse being made against the Headteacher, taking appropriate action to minimise any further possible risk to the children in our school.
- Where services or activities are provided on the school premises by another group or individual, the school will check they have appropriate policies and procedures in place to safeguard children and have 'hire agreements' with external groups and individuals.
- Prevent guidance will be followed to ensure any hire agreements with external groups and individuals are not promoting extremist ideologies.
- Policies and procedures are reviewed annually and provide information to the Local Authority as part of the annual Audit about how the above duties have been discharged.

7. Supporting Children and Working in Partnership with Parents

- Staff at the school recognise that children's welfare is paramount. Good safeguarding, child protection practice and securing good outcomes for children rely on a positive, open, and honest working partnership with parents/carers.
- Whilst we may, on occasion, need to make referrals to Children's Social Care without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children.
- Children will be given an explanation, appropriate to their age and understanding of what action is taken on their behalf and why.
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our statutory duties.
- The DSL will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child on the principle of those working directly with children will need to know, in accordance with our Data Protection Policy
- Staff will not be enabled to share this information further without the expressed permission of the DSL.

8. Information about Safeguarding for Pupils

Through the curriculum and lessons pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome, considering their wishes and feelings.

- They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner.
- Opportunities are provided for children to learn about democracy and the rule of law, positive relationships, and safe choices.
- All pupils know there is a Designated Safeguarding Lead (DSL) responsible for their safety and welfare, who this is and that they have a right to speak to this member of staff, or any other, if they are worried or concerned.
- Pupils are reminded that confidentiality cannot be guaranteed, but that they will be listened to and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.
- There is a display in the school identifying the DSLs and children are made aware of this.

9. A Partnership Approach

We recognise that it is essential to establish positive and effective working relationships with other agencies that are partners of the Somerset Safeguarding Children Partnership. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children, working together to secure positive outcomes.

This will include.

- Social workers/ police attending the school following a Strategy discussion, which has found a child to be at risk of significant harm.
- We will ensure that all staff are aware of the Early Help Services available to make timely referrals for support.
- The appropriate member of staff will attend/lead on Team Around the Family (TAF) and Team around the child (TAC) meetings as required.

10. Identifying children who may be at risk or may have been significantly harmed

There are four core categories of abuse: physical, emotional, sexual and neglect. Teachers, staff, and volunteers in school are well placed to observe any physical, emotional, or behavioural signs which indicate that a child may be at risk of or is suffering significant harm. Relationships between staff, pupils, parents/carers, and the public which foster respect, confidence and trust can encourage the early disclosure of abuse, and/or school staff being alerted to concerns.

10.1 Definitions and Indicators of Abuse

- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.
- **Development** means physical, intellectual, emotional, social, or behavioural development.
- **Health** includes physical and mental health.

- **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.
- **Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, another child, children, or young people.

10.2 Physical Abuse

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.

10.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only as far 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.
- Age- or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability,
- Overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

10.4 Neglect

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

- Provide adequate food and clothing, 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 caretakers)

- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

10.5 Sexual Abuse

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not 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.
- Grooming a child in preparation for abuse (including via the internet).

Adult males do not solely perpetrate sexual abuse, women can also commit acts of sexual abuse, as can other children.

11. Taking action to ensure that children are safe at school and home

- All staff must read and follow the statutory guidance for schools and colleges, **Safeguarding Information for All Staff**. (Teaching staff, TAs, pastoral support and any other staff who work directly with children need to read and sign Part 1) of Keeping Children Safe in Education 2024.

All staff in the school who do not work directly with children will read and sign to say they have read and understood Annex A of KCSiE 2024.

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. Accordingly, all concerns regarding the welfare of pupils are recorded and discussed with the DSL or the Deputy DSL prior to any discussion with parents/carers.

11.1 All School Staff Must Immediately Report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Behaviours which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Concerns that a child is presenting signs or symptoms of abuse, neglect and/or exploitation.
- Any significant changes in a child's presentation, including non-attendance.

- Any hint or disclosure of abuse about or by a child or young person.
- Concerns regarding person(s) who may pose a risk to children (e.g., those living in a household with children present).
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (This is known as Private Fostering).

12. Responding to Disclosure

Disclosures or information that a child has been harmed may be received from pupils, parents/carers, other professionals, or members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will manage disclosures with sensitivity.

Such information cannot remain confidential, and staff will immediately communicate what they have been told to the DSL and make a record using clear, straightforward language.

Staff will not investigate but will, wherever possible, listen, record, and pass on information to the DSL in order that s/he can make an informed decision of what to do next.

12.1 In the event of disclosure, staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Clarify the information without asking leading or probing questions.
- Make a written record of what the child has said using My Concern.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror, or surprise.
- Will not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child or young person that they have a responsibility to pass the information to the Designated Safeguarding Lead
- Reassure and support the child or young person as far as possible.
- Not promise secrecy.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the child will be involved as appropriate.

13. Confidentiality

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many Child Safeguarding Practice Reviews (CSPR) where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. (Information sharing. Advice for practitioners providing Safeguarding Services to children, young people, parents, and carers DfE 2024)

The GDPR and Data Protection Act 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. (Information sharing. Advice for practitioners providing Safeguarding Services to children, young people, parents, and carers. DfE 2024)

Our School has a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. (As stated above)

The school will ensure:

- Information is shared with Children's Social Care and/or Police where the child/young person is or may be at risk of significant harm.
- Pupil's and/or parent's/carer's confidentiality is respected.
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

14. Pupil Information

The school's record-keeping policy for child welfare and child protection is consistent with the requirements of the Somerset Safeguarding Children Partnership guidance, which is known to all staff.

To keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those, which affect any person's access to the child (e.g., Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been subject to a Child in Need, Child Protection or Care Plan
- Name and contact detail of GP
- Any other factors which may impact on the safety and welfare of the child.

The Designated Safeguarding Lead will collate, store, and agree appropriate access to this Child Protection information. All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be stored securely and only accessible to the Headteacher and the Designated

Safeguarding Lead. These records will be transferred when a child moves to another school or setting, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead'.

15. Action by the Designated Safeguarding Lead (DSL) (or the Deputy Designated Safeguarding Lead in their absence)

Following any information raising concern, the DSL will:

- Consider the child 's wishes and feelings, but not promise confidentiality.
- Consider any urgent medical needs of the child.
- Make an immediate referral by submitting a multi-agency referral form (Somerset) if there has been a disclosure and/or allegation of abuse or are clear grounds for concerns about the child's safety and well-being.
- Wherever possible, talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Consider whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be an immediate action.
- Contact the designated officer for safeguarding in another agency if that agency is working with the family.

OR

- Decide not to make a referral at this stage but retain the information in written notes on the child's school file.
- Consider if Early Help support will be helpful to the child and family at this time. If this is appropriate referrals will also be progressed via the The Professional Choices website (Somerset)

Note: Early Help in KCSiE 2024 has added additional potential consideration for Early Help and retains if a child frequently missing/goes missing from education, home or care, and has now also included if the child has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit

- All information and actions taken, including the reasons and rationale for any decisions made, will be fully documented. If a child is resident outside of the Somerset area the referral should be made to their local Social Care services.

15.1 Action following a Safeguarding Referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- Maintain contact with the child's allocated Social Worker
- Contribute to any Strategy Discussion and/or Strategy Meeting as required.
- Provide a report for, attend, and contribute to any initial or review Child Protection Conference

- Provide a written report to the conference organiser, 3 days prior to the Initial Child Protection Conference (ICPC) or 5 days prior to the Review Child Protection Conference (RCPC)
- Share the content of this report with the parent/carer, prior to the meeting.
- Attend Core Group Meetings for any child subject to a Child Protection Plan, Attend TAF meetings to be part of a plan for the child/ren.
- When a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker

15.2 Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies and professionals. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, or decisions of another agency do not adequately safeguard a child. The Resolving professional Differences Protocol for Somerset should be used if this is the case. Professional disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need
- Roles and responsibilities
- The need for action
- Progressing plans and communication.

Where school staff consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:

- The safety of children and young people are the paramount consideration in any professional activity.
- Resolution should be sought within the shortest time scale possible to ensure the child is protected.
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest)
- Disagreements should be resolved at the lowest possible stage.

The Designated Safeguarding Lead or other appropriate member of staff will:

- Contact the line manager in Children's Social Care if they consider the response to a referral has not led to the child being safeguarded.
- Contact the line manager in Children's Social Care if they consider that the child is not being safeguarded by the child protection plan.
- Use the Somerset Safeguarding Children Partnership resolving Professional Differences Protocol

16. Safer Recruitment and Selection

- Charlton Horethorne Primary School pays full regard to the statutory guidance for schools and colleges, Keeping Safe in Education 2024 (Part 3). We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.
- Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking employment history, and ensuring that a candidate has the health and physical capacity for the job. Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children, shortlisted candidates will also be subject to an online search prior to undertaking interviews and checks with the Disclosure and Barring Service (DBS).

We will ensure our compliance with statutory regulations and guidance as follows:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity. (KCSiE 2024)
- Our school is committed to keeping an up-to-date Single Central Record which details the range of checks conducted on our staff.
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this Safeguarding Policy.
- Identity checks must be conducted on all appointments to our school workforce before the appointment is made as part of the recruitment process.
- Staff responsible for recruiting and appointing must be suitably qualified and have completed training on recruitment and selection, with a minimum of one trained staff member sitting on interview panels.

17. Safe Practice

Our school will comply with the current 'Guidance for Safer Working Practice for those working with children and young people in education settings' (2022) ensuring that its guidance regarding conduct is known to all staff, visitors and volunteers who come into the

school. <https://www.saferrecruitmentconsortium.org/>

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open, honest, and transparent way.
- Work with other colleagues where possible in situations that could otherwise be open to question.
- Discuss and/or take advice from the Head Teacher or DSL over any incident which may give rise for concern.
- Record any incidents or decisions made.
- Apply professional standards respectfully in relation to diversity issues.
- Be aware of information-sharing and confidentiality policies.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

18. The use of 'Reasonable force'

We do not routinely use any form of physical contact to manage the children however there may be occasions when the school staff have to physically restrain pupils using 'reasonable force' solely to prevent them from hurting themselves or others, from damaging property, or from causing disorder. This may include guiding a child to safety by the arm or breaking up a fight to prevent violence or injury and this action should be taken using no more force than is needed. (KCSiE 2024) Physical restraint is used as a last resort. If a child has additional needs, a care plan will be put in place to address actions to be taken prior to using any form of positive handling, for example use of distraction techniques, removing any objects which could cause harm to the child, or using de-escalation strategies.

- School staff will familiarise themselves with the Department for Education's guidance regarding use of reasonable force in school. 'Use of Reasonable force, Advice for headteachers, staff and governing bodies' July 2013. and 'Keeping Children Safe in Education 2024
- SAST Positive Handling Policy – to be approved in Autumn Term.
- School staff will follow the school's Behaviour Policy.

19. School Safeguarding, Child Protection Training and Staff Induction

The school's Designated Safeguarding Lead and Academy Representative with designated responsibility for safeguarding will undertake appropriate safeguarding and child protection training and refresher training at two yearly intervals. All other school staff, including non-teaching staff, will undertake appropriate induction training and child safeguarding training to enable them to carry out their responsibilities in full. All staff will

refresh their Child safeguarding training annually. The school will maintain a register of who has undertaken training and when.

All staff (including temporary staff, volunteers, supervised volunteers, and staff employed by contractors) are provided with the school's safeguarding policy and informed of school's safeguarding arrangements on induction. The school will maintain a register of who has received this information and when.

20. Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and Child Protection policy and procedures continue to apply. If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will ensure that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location, and activity to be undertaken in accordance with the school's Risk Assessment protocol.

21. Allegations made against/Concerns raised in relation to teachers, including supply teachers. Other staff volunteers and contractors

We adhere to the requirements of Keeping Children Safe in Education (2024) **Part 4**:

Where an allegation is made against any person working in, or on behalf of, the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm if they work regularly or closely with children.
- Behaved or may behave in a way that indicates they may not be suitable to work with children. (KCSiE 2024).

We will respond as set out in the following paragraphs.

21.1 Action on receiving or identifying an allegation or concern.

Any employee or volunteer receiving or identifying an allegation or concern will:

- Treat the matter seriously and keep an open mind.
- As soon as practicable, make a written record of the information using My concern including the time, date and place of incident/s, persons present and what was said and sign and date this.

- Immediately report the matter to the Headteacher or designated Safeguarding Lead (DSL) (unless the allegation is against the Headteacher or DSL, in which case the Chair of the Academy must be reported to).

21.2 Initial Action by the Headteacher

Once informed, the Headteacher will:

- Obtain written details of the concern or allegation as soon as practicable, but will not investigate or interview child, adult, or witnesses.
- Contact the Local Authority Designated Officer (LADO) within 1 working day.
- Inform the Chair of the Academy of the allegation.

21.3 Subsequent Action by the Headteacher (or designated person)

The Head Teacher or designated person will:

- Contribute to the child protection process by attending professional strategy meetings as and when required.
- Maintain contact with SAST Head of Safeguarding and HR
- Ensure clear and comprehensive records regarding the allegation, any action taken, and the outcome are recorded in incident logs and retained on the staff member's personnel file.
- In consultation with SAST Head of Safeguarding and HR conduct a disciplinary investigation if an allegation indicates the need for this.
- Consider along with Human Resources, Head of safeguarding and the Local Authority Designated Officer (LADO) whether a referral to the Disclosure and Barring Service (DBS) should be made and the TRA if a member of the teaching staff.
- We will make every effort to maintain confidentiality and guard against unwanted publicity whilst the investigation is being investigated or considered. (KCSiE 2024)

Whilst we acknowledge that some allegations may be false, malicious, or misplaced, we also acknowledge that they may be well-founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and that outcomes are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here', in line with the code of conduct.

21.4 Concerns and or allegations that do not meet the harm threshold.

We will ensure that any concerns (including allegations) which do not meet the harm threshold (low Level Concerns) will be managed in an open and transparent way to ensure they are dealt with appropriately. (See Low Level Concerns policy)

A low-level concern is not insignificant and will be acted on if:

- A member of staff has acted in a manner that is inconsistent with the staff code of conduct, including inappropriate conduct outside or work.
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the Local Authority Designated Officer (LADO).
- Examples include but are not limited to:
 - Being over friendly with the children.
 - Having favourites.
 - Taking photographs of children on their mobile phone, contrary to school policy.
 - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
 - Humiliating pupils. (KCSiE 2024)

Staff will be encouraged to use the **Whistle Blowing Policy** <https://www.sast.org> if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

22. Children with special educational needs and disabilities

All schools have a duty to use their 'best endeavours' to identify and support pupils with SEN and meet their educational needs.

Children with special educational needs and disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges, both online and offline. We will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's SEND without further exploration.
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, (including prejudice-based bullying) without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these issues.
- They may also be unable to understand the difference between fact and fiction in online content.

23. Children who are lesbian, gay bi, or trans (LGBGT)

Whilst staff at our school know that a child or young person may be LGBT it is not itself an inherent risk factor however, we recognise that LGBT children may be targeted by other children. We will ensure that we respond immediately to any reported concerns and will ensure the child has a trusted member of staff they can go to if they are worried.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed

24. Mental Health

All of the staff, through their safeguarding training, are aware that mental health problems can in some cases be an indicator that a child is or has suffered abuse, neglect, or exploitation. Staff should not attempt to make a Mental health diagnosis. However, they are in a good position to observe the children daily and therefore identify those whose behaviour indicates they may be experiencing a mental health problem or be at risk of developing one.

(MH trained lead at school is Mrs Sara Watkins)

When children have suffered adverse childhood experiences (ACES) this may impact them throughout their lives. This can also then have an impact on their behaviour, their ability to learn and affect their mental health.

If staff have a concern about the mental health of a child, they will follow school policy and report their concerns to the DSL. [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/mental-health-and-behaviour-in-schools.pdf)

25. Further Information on Safeguarding Issues

Safeguarding covers more than the contribution made to child protection processes in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children, including first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour.

Below are some of the issues that all staff at our school take seriously and will act in line with the safeguarding policy to ensure children are safe.

25.1 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be

motivated by actual differences, or perceived differences by children. Stopping violence and ensuring immediate physical safety is obviously a school's priority but emotional bullying can be more damaging than physical.

While bullying between children is not a separate category of abuse and neglect, it is a serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a significant effect on a child's wellbeing and in rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures.

For further information please see the DFE guidance, 'Preventing and Tackling Bullying', ([Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/preventing-bullying)) and our school's Anti-bullying Policy.

25.2 Online Safety

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful material.
- **Contact:** being subjected to harmful online interaction with other users.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. (KCSiE 2024)

If there is a concern that a pupil or member of staff are at risk, it should be reported to the Anti- Phishing Working Group (<https://apwg.org/>)

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication, and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, webcam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and

harmful content and behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school encourages parents to consider measures to keep their children safe when using social media.

The school has an Online Safety Policy that is known to all staff and pupils.

25.3 Filters and monitoring

The Academy Committee will do all that they reasonably can to limit children's exposure to the above risks from the schools IT system. As part of this process, they will ensure there are appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, taking into consideration the age range and number of pupils, and how often they access the IT system. The appropriateness of any filters and monitoring systems will be informed in part by the risk assessment required by the Prevent Duty. (<https://www.saferinternet.org/>).

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. The Academy Committee will consider a whole school approach to online safety which will include a clear policy on the use of mobile technology in the school. They will ensure that appropriate filters and monitoring systems are in place, ensuring that "over blocking" does not lead to unreasonable restrictions as to what children can be taught regarding online teaching and safeguarding.

The Academy Committee will ensure that, as part of the requirement for staff to undertake regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, that online safety training for staff is integrated, aligned, and considered as part of the overarching safeguarding approach.

The Academy Representatives must complete Safeguarding training on appointment to their role and the Chair and Safeguarding Lead must undertake training every 2 years.

25.4 Information and support

There is a wealth of information available to ensure our school keeps children safe online.

These include:

- The UK Council for Internet Safety (UKCIS) promotes online safety in schools and Colleges. It has developed a series of [Questions that School Governors should ask](#) to help ensure their school leaders are keeping children safe online.
- NSPCC. Provides online advice regarding online safety arrangements.
- Southwest grid for learning. Provides advice on all aspects of a school or college's online safety arrangements.

25.5 Photography and Images

Most of the people who take, or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect pupils, we will:

- Seek their consent for photographs to be taken or published (for e.g., on our website or in newspapers or publications)
- Seek parental consent.
- Use only the pupil's first name with an image.
- Ensure pupils are appropriately dressed.
- Only use school equipment to make images of children (no personal devices are permitted for this purpose)
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

25.6 Children who are absent from Education.

All staff **understand** that a child who is persistently missing from school may be at risk of a range of safeguarding issues, criminal exploitation, including neglect child sexual abuse, child sexual and criminal exploitation.

School staff are aware of the schools unauthorised absence procedures and children missing education procedures, and where reasonably possible, the school will hold three emergency contact numbers for each pupil. This goes beyond the legal minimum and is good practice as it provides additional options to contact a responsible adult when a child is missing from care, home, or Education. ([Children Missing from Care, Home and Education \(proceduresonline.com\) Dorset Council](#))

[Notify us of a Child Missing from Education \(CME\) - Somerset Council](#) (Please delete as appropriate for your LA)

25.7 Elective Home Education (EHE)

Where parents inform our school that they wish to educate their child at home, they must do so in writing. Our school will then inform the Elective Home Education administrator (EHE) who will implement the 'Elective Home Education' procedure. ([Educating your child at home - Dorset Council](#)) [Elective Home Education Protocol.pdf](#) Somerset Council

25.8 Child on child abuse

Our school recognises that Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in an intimate personal relationship between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (This can include an online element which facilitates /threatens and /or encourages physical abuse)
- upskirting and initiation/hazing type violence and rituals.
- Sexual violence (See below)

Addressing inappropriate behaviour (even if it appears to be innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Staff must also be aware that even if they have had no reports of these incidents, it may be the case it is just not being reported and should therefore remain alert to the fact it can happen in our school.

26. Sexual violence and harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This may, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. In developing our response, we are aware that:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys our school ensures that all staff are aware of the importance of:
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as “banter,” “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas, and penises. Dismissing or tolerating such behaviours risks normalising them. • Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be

abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. We will ensure we have plans in place to support all of the children at our school, that they are protected, and any additional needs are taken into consideration as part of this process.

In developing our response to emerging issues of sexual violence and harassment between children we will seek support from our children's social care and safeguarding partners.

27. Child sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Staff have regular training to ensure they recognise and understand that both CSE and CCE are forms of abuse. This abuse can occur when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

27.1. Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Both girls and boys are victims CCE however the experience of girls who are criminally exploited can be very different to that of boys (KCSiE 2024)

27.2 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging sexually inappropriate ways of grooming a child in preparation for abuse (including via the internet). CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

We will ensure that we work with children's social care, the police, and any other professionals, following local processes and procedures to ensure we are meeting the needs of the child. ([Annex B KCSiE 2024](#))

[Report Peer-on-Peer Discrimination at school - Somerset Council](#)

27.3 County Lines

As set out in the Serious Violence Strategy, published by the Home Office, County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

28. Assessment of risk outside the home (previously contextual safeguarding)

Assessment of risk outside of the home is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Assessment of risk outside of the home, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. If we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to children's social care. (<https://contextualsafeguarding.org.uk/>)

29. Honour-based' Abuse (HBA)

So-called 'honour'-based abuse (HBA) includes incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, which includes female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Staff in Our school will remain alert to the possibility of a child being at risk of HBA or may have already suffered HBA.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they will speak to the designated safeguarding lead (or deputy)

29.1 Female Genital Mutilation (FGM) and Mandatory Reporting Duty for Teachers

Staff will remain aware of the risks of Female Genital Mutilation (FGM). Which comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs and their statutory duty to report to the police where

they discover that FGM appears to have been carried out on a girl under eighteen. Whilst the Teacher would pass this information to the DSL it is their individual responsibility to report this to the police (KCSiE 2024).

30. Domestic abuse and Operation Encompass (Please amend title for Somerset Schools who don't use Operation encompass)

At Charlton Horethorne Primary School we ensure that all staff have up to date training and understanding of the impact of Domestic abuse. Staff are aware of the wide range of behaviours and that this may be a single incident or a pattern of incidents that may occur. That abuse can be, but is not limited to psychological, physical, sexual, financial, or emotional.

We recognise that children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (ACES)

31. Preventing Radicalisation and Extremism

From 1 July 2015 all schools must have regard to the statutory guidance issued under section 29 of the Counterterrorism and Security Act 2015, paragraphs 57-76 of the guidance are in relation to schools and childcare providers, and states that schools should have due regard to the need to prevent people from being drawn into terrorism”.

We will fulfil our responsibilities under the Prevent Duty. It is essential that staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If we are concerned, we will follow safeguarding procedures and refer to the Somerset Safeguarding children's partnership. ([Somerset Safeguarding Children Partnership](#))

31.1 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

32. Children with Family members in Prison

There are around 310,000 children in England and Wales who have a parent sent to prison each year. This places the children at risk of poor outcomes, including poverty, stigma, and isolation. They may also suffer from poor mental health. NICCO provides information for professionals who work with the offender and their children to assist in mitigating the negative consequences for the children. (KCSiE 2024)

33. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will make a referral into the local housing Authority should they be concerned that a child in our school is about to become or has become homeless (this does not replace the referral to Children's Social Care when a child/ren are at risk).

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. When a child of 16/17 years is homeless and is estranged from parents a referral should be made to Children's Social Care immediately. (KCSiE 2024)

34. Cybercrime

Cybercrime is criminal activity committed using computers and or the internet it is broadly categorised as either 'cyber-enabled' (Crimes that can happen offline but are enabled at scale and speed online) or 'Cyber dependant' (Crimes that can be committed only by using a computer. Cyber dependant crimes include:

- Unauthorised access to computers (illegal hacking) for example accessing a schools computer network to look for test paper answers or to change grades awarded.
- Denial of Service (Dos or DDoS) attacks or 'booting'. These attempts make a computer network or website unavailable by overwhelming it with internet traffic from multiple sources and
- Making supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the internet to commit further offence including those above.

Children with skills and interest in computing and technology may inadvertently or deliberately stray into cyber -dependant crime,

If there are concerns about a child in this area the designated safeguarding lead should consider making a referral to the cyber choices programme. Additional advice can be found at: Cyber choices, [NSPCC- When to call the Police](#) and [National Cyber security Centre – NCSC.GOV.UK \(KCSiE 2024\)](#)

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Date ratified by governors:	23.09.2024
Date shared with staff:	17.09.2024
Date reviewed and updated	09.09.2024

Appendix 1

Useful contacts

Dorset Children's services

Local authority Designated Officer (LADO)

Phone: 01305 221122

Email: lado@dorsetcc.gov.uk

Children's Advice and Duty Service (ChaD)

Phone: 01305 228558

Safeguarding and Standards Advisor- Schools

Tel 01305221122

Email: SafeguardingAndStandardsAdvisors@dorsetcouncil.gov.uk

Dorchester Locality 01305 224220 dorchesterlocality@dorsetcouncil.gov.uk

East locality 01202868224 eastlocality@dorsetcouncil.gov.uk

North locality 01258474036 northlocality@dorsetcouncil.gov.uk

Purbeck Locality 01929 557000 purbecklocality@dorsetcouncil.gov.uk

West locality 01308 425241 westlocality@dorsetcouncil.gov.uk

Dorset Safeguarding Children Partnership [Pan-Dorset Safeguarding Children Partnership](#)
- Pan-Dorset Safeguarding Children Partnership (pdscp.co.uk)

Somerset Children's services

Children's Social Care on **0300 123 2224** Email at childrens@somerset.gov.uk

Emergency Duty Team (EDT) on **0300 123 23 27**

Referrals must be submitted using the multi-agency referral form.

Early Help referrals - Early Help Assessment (EHA) at: www.professionalchoices.org.uk

Anthony Goble, Local Authority Designated Officer

Tel: 0300 123 22 44

Email: sdinputters@somerset.gov.uk

Support services for Education (ESS) on 0300 1232224

Website [About Us | Support Services for Education](#)

Somerset Safeguarding Children Partnership [Somerset Safeguarding Children Partnership](#)
(SSCP)

Wiltshire Children's Services

Designated Office for Allegations (known as LADO in Somerset and Dorset)

Phone: 0300 456 0108 (option 3, option 4)

Email: dofaservice@wiltshire.gov.uk

Referrals need to go to the Multi-agency Safeguarding Hub (MASH)

Telephone: 0300 456 0108 or out of hours 0300 0456 0100