



The King Alfred School

Child Protection & Safeguarding Policy

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CONTENTS

1	Introduction
2	Statutory Framework
3	The Designated Safeguarding Officer
4	The Governing Body
5	School Procedures & Staff Responsibilities
6	Recruitment
7	Volunteers
8	Early Help
9	Induction & Training
10	Conduct of Staff
11	Safeguarding in School
12	When to be Concerned
13	Looked After Children
14	Dealing with a Disclosure
15	Confidentiality
16	Communication with Parents
17	Record Keeping
18	Female Genital Mutilation (FGM)
19	Radicalisation & Extremism
20	Child Sexual Exploitation (CSE)
21	Children Missing from Education (CME)
22	Online Safety / e-Safety
23	Physical Contact & Restraint
24	Before & After School Activities
25	Allegations Involving Staff / Supply Staff / Governors / Volunteers
26	Allegations of abuse made against other children
27	Photographing Students
28	Whistleblowing
29	Inter-Agency working
30	Relationship to Other Policies

31	Arrangements for Monitoring & Evaluation
32	Further Information & Guidance

1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children’s life chances.

This Child Protection and Safeguarding Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school, namely the Safeguarding the Wellbeing of Staff & Students Policy Suite.

In particular this policy should be read in conjunction with the Safer Recruitment Policy and School Behaviour Policy, the Anti-Bullying Policy and the additional Safeguarding Protocols, including those with regard to Radicalisation & Extremism, FGM, CSE, etc.

<p>Purpose of a Child Protection and Safeguarding Policy</p>	<p>To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.</p>
<p>School Staff & Volunteers</p>	<p>School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. All school staff and volunteers will receive safeguarding children training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. The Basic Awareness training is refreshed every two years and updated annually by the Designated Safeguarding Officer. Temporary staff will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Officer.</p>
<p>Mission Statement</p>	<p>Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern. Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child. Ensure children know that there are adults in the school whom they can approach if they are worried.</p>

	<p>Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.</p> <p>Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.</p>
<p>Implementation, Monitoring and Review of the Child Protection Policy</p>	<p>The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Officer and through staff performance measures.</p>

PRINCIPLES

Safeguarding is everybody's responsibility and the best interests of the child are paramount. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. 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 - May 2016 (KCSIE))

It is vitally important that professionals share information and work together to get a full picture of need so the right help can be given to a child. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. (KCSIE)

This school recognises its legal and moral duty to promote the well-being of students, protect them from harm, and respond to child abuse.

We believe that every student regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a student being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the students in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in student welfare matters especially where there is a possibility that a student may be at risk of significant harm.

The school seeks to adopt an open and accepting attitude towards students as part of their responsibility for pastoral care. The school hopes that parents and students will

feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Students' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the student's welfare. Concerns must always be passed to the Designated Safeguarding Officer/Deputy.

In our school, if we have suspicions that a student's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by the DfE and Somerset Safeguarding Board.

As a consequence, we

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the student safeguarding process;
- accept totally that safeguarding students is an appropriate function for all members of staff in the school, and wholly compatible with their responsibilities;
- recognise that safeguarding students in this school is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a student is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. They will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies;
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Somerset Local Safeguarding Children Board (LSCB);
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a student may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated member of staff, who will refer on to Students' Services in accordance with the procedures issued by Somerset's Local Safeguarding Children Board;
- safeguard the welfare of students whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs;
- will ensure that all staff are aware of the student protection procedures established by Somerset Safeguarding Students Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with students;
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a student, harmed a student, or acted in a way that calls into question their suitability for working with students.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Working Together to Safeguard Children (DfE March 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2012)
- Keeping Children Safe in Education (May 2016)

Working Together to Safeguard Children (DfE 2015) requires all schools to follow the procedures for protecting children from abuse which are established by the Somerset Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Working Together to Safeguard Children (DfE 2015) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Somerset Safeguarding Children Board;
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions;
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse;
- A Designated Safeguarding Officer should have responsibility for co-ordinating action within the school and liaising with other agencies;
- Staff with designated responsibility for child protection should receive appropriate training.

Safeguarding Children and Safer Recruitment in Education also states:

“All parents need to understand that schools and FE colleges have a duty to safeguard and promote the welfare of children who are their pupils or students, that this responsibility necessitates a child protection policy and procedures, and that a school or FE college may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare.”

3. THE DESIGNATED SAFEGUARDING OFFICER

The Designated Safeguarding Officer (DSO) in this school is:

Miss Polly Matthews

A Deputy Designated Safeguarding Officer should be appointed to act in the absence/unavailability of the Designated Safeguarding Officer.

The Deputy Designated Safeguarding Officer in this school is:

Mrs Suzanne Lawrence

In addition, the following staff have undertaken relevant DSO training:

Mrs Denise Hurr and Mrs Tina Holt

It is the role of the Designated Safeguarding Officer to:

- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date;
- Ensure that all staff who work with children undertake appropriate annual training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training. SSCB Basic Awareness Training will be delivered in full every 2 years for all staff;
- Ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their contract;
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work;
- Ensure each member of staff, all volunteers at the school, and regular visitors are aware of and can access readily, this policy;
- Have sight of and quality assure the safeguarding procedures in place for students at external educational provisions or placements, including by undertaking site visits, student/staff observations and keeping copies of documentation relevant to safeguarding (such as policies and risk assessments);
- Ensure that the school operates within the legislative framework and recommended guidance;
- Ensure that all staff and volunteers are aware of the local inter-agency Child Protection and Safeguarding Children Procedures, including those regarding allegations involving staff, which should be referred directly to the Headteacher (or Chair of Governors if the allegation is with reference to the Headteacher);
- Ensure that the safeguarding training for all staff includes explicit guidance on radicalisation and extremism and the Prevent Duty, Female Genital Mutilation (FGM), Children Missing From Education (CME) and Child Sexual Exploitation (CSE);
- The designated person will act as a source of advice, support and expertise and coordinate action within the school over child protection cases, including Looked After Children (LAC). The School also has a Deputy Designated Teacher for LAC. This is Miss Daniele Nattee;

- Ensure that the Headteacher is kept fully informed of any concerns;
- Develop effective working relationships with other agencies and services;
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an Early Help Assessment (EHA) or refer to Children's Social Care or getset;
- Liaise and work with Children's Social Care over suspected cases of child abuse;
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision;
- Submit reports to and ensures the school's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child;
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Social Care when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan;
- Provide guidance to parents, children and staff about obtaining suitable support;
- Discuss with new parents the role of the Designated Safeguarding Officer and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the child protection policy. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a student;
- Ensure safeguarding information is displayed on the School's website;
- Ensure students are aware of safeguarding via lesson content, PSHCE, tutor time activities, assemblies etc;
- During term time the designated safeguarding lead and or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. The Designated Safeguarding Officer will also arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

4. THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is:

Mrs Nikki Augar

In particular the Governing Body must ensure:

- Child protection policy and procedures;
- Safe recruitment procedures;
- Appointment of a DSO who is a senior member of school leadership team;
- Relevant safeguarding children training for school staff/volunteers is attended
- Safe management of allegations;
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay;

- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher;
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged.

5. SCHOOL PROCEDURES & STAFF RESPONSIBILITIES

If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Officer.

The member of staff must record information regarding the concerns on the same day on a pink Safeguarding Reporting Form. The recording must be a clear, precise, factual account of the observations. This Safeguarding Form must be passed to the Designated Safeguarding Officer/Deputy within 24 hours of the disclosure or concern.

The Designated Safeguarding Officer will decide whether the concerns should be referred to Children's Social Care using the current threshold guidance, or if the threshold is not met ensuring referral to appropriate internal or external agencies.

If it is decided to make a referral to Children's Social Care this will be discussed with the parents, unless to do so would place the child at further risk of harm. Acknowledgement the receipt of the form will be emailed to staff to confirm receipt.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Officer will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Officer at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Officer is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Where any member of staff fails to report their safeguarding concerns, this may be dealt with as a disciplinary matter.

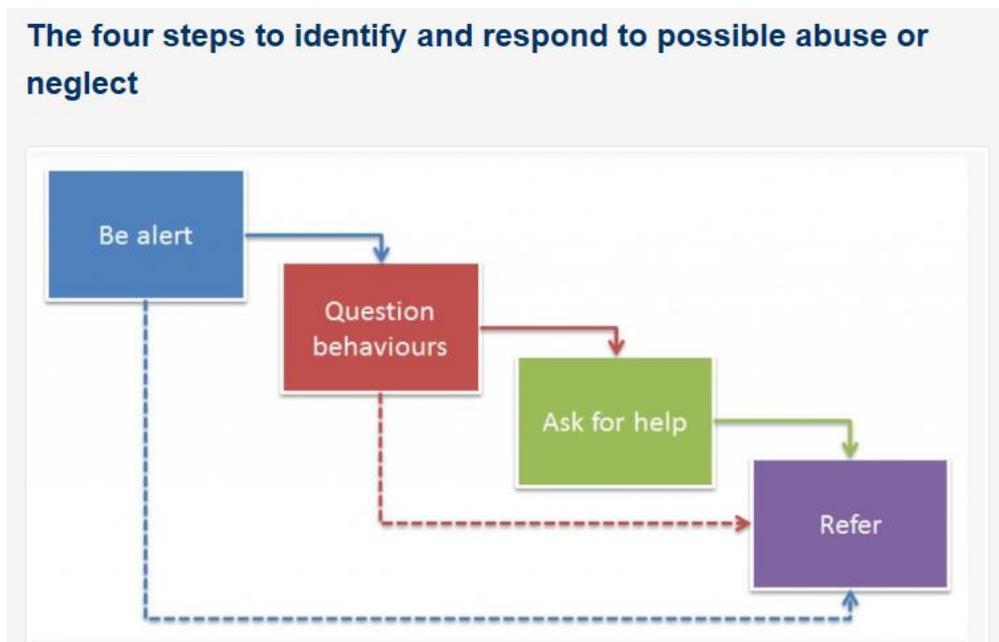
Safeguarding will be a standing item on School meeting agendas as a checking mechanism to ensure all concerns are raised and information disseminated appropriately.

Clarification is given to staff about protocols which need to be followed if a member of staff has concerns about a child. There should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist

services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. (NSPCC) Staff follow the 'pink form' process to report and record concerns or allegations.

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. (KCSIE)

The DfE document 'What to do if you are worried a child is being abused- Advice for practitioners' provides more detailed information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and are particularly helpful for staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.



See appendices for the process to follow if staff have concerns about a child.

6. RECRUITMENT

In order to ensure that students are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in "Safeguarding Students and Safer Recruitment in Education", in particular:

- Check two references one of whom will be the person's most recent employer;
- Check that all adults at this school have an enhanced Disclosure Barring Service (DBS) check.

In the event of the King Alfred School becoming part of a multi-academy trust, in addition to obtaining the DBS certificate described, anyone who is appointed to carry

out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be;
- Academic qualifications, to ensure that qualifications are genuine;
- Satisfy conditions as to health and physical capacity;
- Previous employment history will be examined and any gaps accounted for;
- Teacher Prohibition Order and Section 128 provisions (for academies).

7. VOLUNTEERS

We understand that some people otherwise unsuitable for working with students may use volunteering to gain access to students; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with students. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with students.

8. EARLY HELP

The King Alfred School has a commitment to early help and intervention in order (where possible) to prevent concerns or issues escalating. As such it has been a key driver in the development of Early Help in Somerset, forming part of the Early Help Pilot through the King Alfred Inclusion Team. See Appendices.

Providing Early Help is more effective in promoting the welfare of children, young people and their families than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. (SSCB 2016)

As part of Early Help, King Alfred's has a commitment to:

- Identify children, young people and families who would benefit from Early Help
- Undertake an assessment of the need for Early Help
- Provide targeted Early Help services to address the assessed needs of a child, young person and their family which focuses on activity to significantly improve the outcomes for them.

9. INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school will receive basic child protection and safeguarding information on induction. Temporary staff and visitors will receive this via the 'Safeguarding at KAS' leaflet on signing in at Reception.

All staff will be expected to attend training on safeguarding students that will enable them to fulfil their responsibilities in respect of student protection effectively. The school will provide this training through the designated person.

All staff will undertake full SSCB Basic Awareness Training every 2 years in addition to annual refresher training and ad-hoc updates.

Specific training in order to uphold Prevent Duty will be undertaken every two years by the identified staff member trained by Avon & Somerset Police in the delivery of this area.

A pink Safeguarding Folder will be held in each office in the school and all staff will be required to sign that they have read and understood its contents. These will be updated as appropriate by the Safeguarding Administrator.

Staff will attend internal refresher training annually, and the designated person external training every two years. In addition staff will be required to undertake a short annual questionnaire and will be referred to refresher training should their mark fall below the required threshold (90%). A sample of staff will also be selected annually to receive a safeguarding questionnaire, which again requires a mark at or above the required threshold.

Staff will also be issued (and required to sign in receipt/acknowledgment of) Safeguarding Guidance including:

- the most recent issue of Keeping Children Safe in Education (Part 1);
- the Staff Code of Conduct;
- information regarding the role of the Designated Safeguarding Officer and the safeguarding reporting and recording process;
- a copy of this policy.

This will include temporary staff and volunteers.

Staff receive regular updates via email and e-bulletin to keep their skills and knowledge up-to-date.

Staff will also be required to carry a photographic ID card with KAS lanyard at all times on site. On the reverse of this card are brief safeguarding guidelines for staff reference.

Staff with higher level safeguarding training can be identified by a pink 'Safeguarding' lanyard.

10. CONDUCT OF STAFF

The school has a duty to ensure that professional behaviour applies to relationships between staff and students, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with students. Staff should avoid the following:

- Being in close proximity to a student when alone;
- Physical interventions unless there is an imminent health and safety risk or for reasons of providing first aid;
- Forming relationships of a personal nature with any student of the school;
- Disclosing sensitive information beyond a need to know basis;
- Giving to and receiving gifts from students and parents;
- Contacting students through private telephones (including texting), e-mail for non-school related reasons, MSN, or social networking websites;
- Disclosing personal details including addresses, phone numbers and personal email;
- Meeting students outside school hours or school duties.

Staff should at all times ensure that they behave in a professional manner that is beyond reproach and above suspicion.

As part of the Safeguarding Procedures all staff will be issued with a copy of the Staff Code of Conduct annually regarding which they will be required to sign to confirm receipt and their agreement.

If any member of staff has reasonable suspicion that a student is suffering harm, and fails to act in accordance with this policy and Somerset Safeguarding procedures, we will view this as misconduct, and take appropriate disciplinary action.

11. SAFEGUARDING IN SCHOOL

As well as ensuring that we address child protection concerns, we will also ensure that students who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the School's policies and protocols:

- Curriculum; safeguarding and child protection, including radicalisation and extremism and FGM will be addressed via the PSHCE and RP (Religion & Philosophy) curriculum as appropriate;
- Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other students can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home;
- Safe recruitment and code of conduct for staff;
- Racist incidents;
- Confidentiality;
- Behaviour and the school rules;

- Health & Safety;
- Physical Intervention.

The school has a duty of care to ensure that students are aware of their responsibility to safeguard each other (looking after each other) and what to do if they have concerns about themselves or their peers.

Site Safety

The King Alfred School is not a secure site and as such it has worked with Avon & Somerset Police to undertake a risk assessment in order to mitigate for the open nature of the site. Control measures in place include:

- Liaison with 1610 Sports Centre regarding best safeguarding practice
- Staff challenge for any unidentified persons
- Vehicles to display site permits
- ID lanyards in place for all staff, visitors and 6th form students
- Senior staff in contact via 'walkie-talkie'
- Students aware of reporting process for unidentified persons

The Site Manager, Simon Francis, holds copies of the most recent assessment report from Avon & Somerset Police, and assessments will be updated every 2 years.

12. WHEN TO BE CONCERNED

Definition of abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. (KCSIE)

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Staff should recognise the complexity of abuse and should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendices.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home;

- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups);
- Display insufficient sense of 'boundaries', lack stranger awareness;
- Appear wary of adults and display 'frozen watchfulness'.

Staff have a duty to be aware of wider, specific safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. (KCSIE)

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs:
children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. This policy recognises the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
 - children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs
 - communication barriers and difficulties in overcoming these barriers
- living in a domestic abuse situation;
- affected by parental substance misuse;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- live transient lifestyles;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- do not have English as a first language.

13. LOOKED AFTER CHILDREN

Most children living in care are kept safe from harm. However, a small number still remain at risk of abuse or neglect. Children may enter care for all sorts of reasons. But most enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs. And this can increase their vulnerability to abuse.

Many children also move repeatedly in and out of care, or between placements. This can prevent them from forming stable relationships with the adults who could help protect them (Rahilly and Hendry, 2014).

In addition children may run away from care for all sorts of reasons. These include:

- wanting to return home to their family;
- being unhappy or bored in their care placement;
- or feeling like they didn't have enough control over their own lives.

Children who go missing are at greater risk of physical abuse, grooming and sexual exploitation (Coffey et al, 2012).

The NSPCC have identified 6 key ways in which the care system can be improved for young people and King Alfred's aims to use these guidelines to safeguard our Looked after Children:

- ensure young people's voices are heard;
- strengthen the social care work force and improving practice;
- promote the right to advocacy;
- improve emotional support;
- support transitions in and out of care;
- improve staff understanding of the care system.

The King Alfred School works with the LAC social care team and the Virtual Headteachers with regard to safeguarding for Looked After Children. More information can be found in the school's Looked After Children Protocol (see Appendices).

LA Notification When Private Fostering Is Discovered

If a member of staff or volunteer becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the Designated Safeguarding Officer.

The school will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

14. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief;
- Accept what is being said;
- Allow the child to talk freely;
- Reassure the child, but not make promises which it might not be possible to keep;
- Not promise confidentiality – it might be necessary to refer to Children’s Social Care and at the very least the disclosure will be passed to the Designated Safeguarding Officer;
- Reassure him or her that what has happened is not his or her fault;
- Stress that it was the right thing to tell;
- Listen, only asking questions when necessary to clarify;
- Use the guidance ‘tell, explain, describe’ (TED) to ensure you do not lead the child;
- Not criticise the alleged perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record on a pink Safeguarding Report Form;
- Pass the information to the Designated Safeguarding Officer without delay (within 24 hours).

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Officer.

15. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- The school, and all members of staff at the school, will ensure that all data about students is handled in accordance with the requirements of the law, and any national and local guidance.
- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children’s Social Care and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child’s age/stage of development that they cannot promise complete confidentiality – instead they must explain that they will need to pass information to other professionals to help keep the child or other children safe.

- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a student may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for student protection.

Data protection fears should not be a barrier to information sharing as the safety of the child should be of utmost importance. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (NSPCC)

See Appendices for details on information sharing pathways.

16. COMMUNICATION WITH PARENTS

The King Alfred School will:

- Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm;
- Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

17. RECORD KEEPING

When a child has made a disclosure or if a concern is raised, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation (and within 24 hours). Use the pink Safeguarding Reporting Form or attach to one;
- Not destroy the original notes in case they are needed by a court;
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- Draw a diagram to indicate the position of any injuries;
- Record statements and observations rather than interpretations or assumptions;

All records need to be given to the Designated Safeguarding Officer within 24 hours. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Officer will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

All concerns, discussions and decisions made and the reasons for those decisions will be recorded, and a log will be kept of all details, alongside a specific safeguarding file for each child. Copies of this information will be kept in both paper and electronic format. Mark Wilfan, Network Manager, can provide more details regarding the restricted access in place for these e-copies.

18. FEMALE GENITAL MUTILATION (FGM)

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically it is performed on girls aged between 4 and 15, or on older girls before marriage or pregnancy.

It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way.

It is mandatory that staff report any cases of suspected female genital mutilation (FGM) and the definition of 'teacher' in section 74 of the Serious Crime Act 2015 relates to all school staff. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. (KCSIE)

In addition King Alfred's School has adopted a specific and detailed FGM Protocol which should be read in conjunction with this policy. (See Appendices)

19. RADICALISATION & EXTREMISM – THE PREVENT DUTY

All staff have a duty to follow the Prevent Guidance and the Counter Terrorism Act with regard to Preventing Radicalisation & Extremism. The guidelines for this follow the generic safeguarding procedures and good practice within this policy.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

At King Alfred's School we have adopted a specific Preventing Radicalisation & Extremism Protocol to be read alongside this policy. This provides a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. (See Appendices)

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they follow safeguarding guidelines and that the school works alongside other professional bodies and agencies to ensure that our students are safe from harm.

20. CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing that they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

At King Alfred's School we have adopted a specific CSE Protocol to be read alongside this policy. This provides a framework for dealing with issues relating to vulnerability, identification and actions if CSE is suspected. (See Appendices)

21. CHILDREN MISSING FROM EDUCATION (CME)

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes. (KCSIE)

At King Alfred's School we have adopted a specific CME Protocol to be read alongside this policy. This provides a framework for dealing with issues relating to vulnerability, identification and actions if a child is missing from education. This is also referenced in the Attendance Policy. (See Appendices)

22. ONLINE SAFETY / e-SAFETY

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

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

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm. (KCSIE)

Staff e-Safety Training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 64) and the requirement to ensure children are taught about safeguarding, including online (paragraph 68), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

For all issues related to online safety the school's e-Safety Policy should be read alongside this policy.

23. PHYSICAL CONTACT & RESTRAINT

Members of staff may have to make physical interventions with students. Members of staff should only do this where:

- It is necessary to protect the student, or another person, from immediate danger, or
- Where the member of staff has received suitable training

For further information please refer to the school's procedures with regard to Restrictive Physical Intervention & Restraint (see Appendices).

24. BEFORE AND AFTER SCHOOL ACTIVITIES

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and student protection policies and procedures, and that there are arrangements in place to link with the school on such matters.

Such considerations will be made explicit in any contract or service level agreement with the bodies.

25. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff/supply staff/volunteer or Governor may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by Somerset Safeguarding Board.

Please see the Statement of Procedures for Dealing with Allegations of Abuse against Staff. In line with the guidance published in Keeping Children Safe in Education all allegations involving staff should be passed directly to the Headteacher (NOT the DSO as previously).

The Headteacher (or Chair of Governors) will discuss the allegation with the Designated Safeguarding Officer, arrange to gather information about the allegation, and where appropriate, report this without delay to Somerset Direct.

This part of the policy relates to members of staff who are currently working in the school regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

As employers we have a duty of care to our employees. We must ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

See Appendices (Keeping Children Safe in Education, Part 4) for further guidance regarding allegations involving staff.

26. ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

Staff should recognise that children are capable of abusing their peers. The Governing body and staff will ensure that the Child Protection & Safeguarding Policy, safeguarding advice, guidance and training includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.

Peer on peer abuse can take many forms and manifest itself in many ways. Staff and students are clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Victims of peer on peer abuse will be supported via the pastoral system.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

The Somerset Youth Offending Team and Somerset Direct can offer information and guidance to help practitioners distinguish between age appropriate and abusive sexual behaviour.

Managing Sexting Incidents

The school has adopted the guidance offered by the UK Safer Internet Council and South West Grid for Learning, endorsed by the SSCB. See Appendices.

At King Alfred's School we have adopted a specific protocol with regard to peer on peer abuse to be read alongside this policy. This provides further information and guidance in this area. See Appendices.

26. PHOTOGRAPHING STUDENTS

We understand that parents may wish to take photographs or video their students at school events. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

We may choose to use images of students on school websites, publicity, or press releases, unless parents/students request otherwise. This permission will be sought on entry to the school roll via a nil-return.

Students are informed and agree via the ICT Acceptable User Agreement not to use photographic and video equipment on the school site (including personal mobile phones) unless under the strict guidance of a staff member (for example during an art lesson).

Students who do not adhere to this guidance will be subject to sanction via the school's Behaviour Policy.

28. WHISTLEBLOWING

The King Alfred School is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we wish to encourage employees, and others that we deal with, who have serious concerns about any aspect of the school's work, to come forward and voice those concerns.

For more information please refer to the school's Whistleblowing Policy or speak to the Headteacher.

Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing (DfE)
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

29. INTER AGENCY WORKING

King Alfred's School work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The KAS Inclusion Team ensures that this inter-agency approach is central to safeguarding our students.

Everyone who works with children has a responsibility for keeping them safe. No single professional can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

In order that organisations and practitioners collaborate effectively, it is vital that every individual working with children and families is aware of the role that they have to play and the role of other professionals. In addition, effective safeguarding requires clear local arrangements for collaboration between professionals and agencies.

Any professionals with concerns about a child's welfare should make a referral to local authority children's social care. Professionals should follow up their concerns if they are not satisfied with the local authority children's social care response. (Working Together to Safeguard Children)

30. RELATIONSHIP TO OTHER POLICIES

This protocol is encompassed within the Safeguarding the Welfare of Students & Staff suite of policies.

31. ARRANGEMENTS FOR MONITORING AND EVALUATION

This policy is to be reviewed annually. Additional amendments to be made as required with reference to statutory guidance and legislation.

32. FURTHER INFORMATION

All staff need to have read and understood the content of "Keeping Children Safe in Education, Part 1", DfE September 2016.

All governors need to have read and understood the content of "Keeping Children Safe in Education", DfE September 2016.

Working Together to Safeguard Children, DfE March 2015

Somerset LSCB Threshold Guidance 2016

Children Missing Education, Statutory guidance for local authorities, September 2016

NB: it is also important that the Designated Safeguarding Officer and Deputy also seek to develop best practice using guidance from outside the local area, for example from LSCBs and Local Authorities who have been inspected within the last 6 months by OFSTED and graded 'Outstanding'.