






**Stanchester**  
Academy

## Stanchester Academy Safeguarding and Child Protection Policy

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<b>Associated Policies</b>	SA Code of Conduct SA Managing Allegations Against Staff Policy SA Whistleblowing Policy SA Positive Behaviour Policy SA Academy Anti-Bullying Policy SA Academy E-Safety and Online Policy SA SEND Policy
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<b>Signature of Matt Clinkard DSL</b>		<b>Date: 11/05/2020</b>
<b>Signature of Amy Joynes Head teacher</b>		<b>Date: 14/05/2020</b>

<b>Signature of Simon Darley, Chair of Governors</b>		<b>Date: 14/05/2020</b>
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History of most recent policy changes:

Version	Date	Page	Change	Origin of change e.g. BCT request, change in legislation
1	17/04/2020	Whole document	<p>Reviewed in light of joining BCT and updated to reflect changes to legislative guidance and changes to national policies and procedures.</p> <p>Updated to align with BCT policy.</p> <p>Previously called SA Child Protection and Safeguarding Policy.</p>	<p>Keeping Children Safe in Education (September 2019)</p> <p>Working together to Safeguard Children (March 2018)</p> <p>Somerset Safeguarding Partnership (SSP) previously Somerset Safeguarding Children's Board.</p>

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## 1. Introduction

This Safeguarding and Child Protection Policy applies to **all** staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of this organisation.

We believe that a child or young person should never experience abuse of any kind. This is regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We have a responsibility to promote the welfare of all children and young people under the age of 18 years and keep them safe. We will also ensure any students on roll over the age of 18 will be signposted and supported to Adult Services.

Purpose:

- To inform staff, governance and volunteers their responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities will be carried out.
- To inform on the Somerset Safeguarding Children Partnership Inter-agency Child Protection and Safeguarding Procedures.
- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This policy will support this.
- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the provision. This policy will support this.

All education provisions have a responsibility to provide a safe and secure environment in which children can learn. *In addition, we undertake our responsibilities to work in partnership with agencies as part of the wider, multi-agency, safeguarding system, always acting in the best interest of the child or young person where concerns are identified, in accordance with our Safeguarding and Child Protection Policy and procedures, Bridgwater and Taunton College Trust Safeguarding and Child Protection Policy, statutory guidance and Somerset Safeguarding Partnership policies and procedures.*

Education Providers 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 education staff, governance and volunteers will therefore receive appropriate safeguarding training (which is updated regularly), 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. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and

knowledge to safeguard children effectively. All provisions must inform those in the setting of local concerns that may impact on children.

*“Children are best protected when professionals are clear about what is required of them individually, and how they need to work together.”* (Working Together to Safeguard Children 2018)

### 1a. Terminology

*Safeguarding* and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

*Child Protection* refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

*Staff* refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

*Child* includes everyone under the age of 18 years old. Those over 18 but on a roll of an education setting will be referred to adult services for support.

*Parent* refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## 2. Mission Statement of our Education Provision

- Establish and maintain an environment where education staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the setting whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs, are supported appropriately.
- Protect children and young people in our care from maltreatment and impairment. Identify concerns early and provide appropriate help and support for children and young people and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Effective Support for Children and Families, Thresholds for Assessment and Services guidance.
- Consider how children may be taught about *safeguarding*, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Those working with safeguarding children are advised to maintain an attitude of ‘*it could happen here*’ and adopt a culture where **Safeguarding is everyone’s responsibility**.

### 3. Implementation, Monitoring and Review of the Child Protection Policy

This policy will be reviewed annually by the DSL, Headteacher and governing body. It will be implemented through the induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the DSL, Head and Governance through staff performance measures and day to day practice.

The DSL should ensure the policy is known, understood and used appropriately. Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

### 4. Statutory Framework

To safeguard and promote the welfare of children, the setting will act in accordance with the following legislation and guidance:

Current legislation namely:

- The Children Act 1989 and 2004
- The Education Act 2002 and 2011 (Section 175/157) which outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.
- Education and Inspections Act 2006.

Statutory guidance and advice namely:

- Working Together to Safeguard Children (2018) which sets out the multi-agency working arrangements to safeguarding and promote the welfare of children and young people.
- Keeping Children Safe in Education (September 2019) which sets out what schools should do and sets out the legal duties with which schools must comply with in order to keep children and young people safe.
- Teacher Standards 2012 which sets out that teachers, including Headteachers, should safeguard children’s well-being and maintain public trust in the teaching profession as part of their professional duties.
- Other specific guidance and advice issued by the DfE in relation to the wider safeguarding agency, e.g. behaviour, health and safety, bullying, e-safety and medical needs

Local guidance and advice namely:

- Somerset Safeguarding Children’s Partnership which sets out how Somerset County Council, Avon and Somerset Constabulary and Somerset Clinical Commissioning Group – now have joint and equal responsibility to safeguard children and young people in the county.



- [Effective Support for Children and Families Guidance](#) which sets out how Early Help works in Somerset, expectations for inter-agency working and thresholds for external agency support.
- [South West Child Protection Procedures](#) which provides guidance on how local partnerships work to protect children and young people across the south west.
- [Sexual violence and sexual harassment between children in schools and colleges \(2018\)](#) which gives advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.
- [Prevent Duty 2015](#) which sets out guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

## 5. The Designated Safeguarding Lead

Keeping Children Safe in Education (September 2019) requires the school to have a Designated Safeguarding Lead (DSL) who has the status and authority to carry out the duties of the post including committing resources and where appropriate, supporting and directing staff. They provide advice and support to other staff on child welfare and child protection matters, take part in strategy discussions, inter-agency meeting (or support other staff to do so) and to contribute to the assessment of children and young people. A written job specification will be provided for this role.

During term time the DSL and or a Deputy DSL will always be available (during provision hours) for staff in the provision or other professionals to discuss any safeguarding concerns. Individual arrangements for out of hours/out of term must be in place with a named person made available to ensure contact if needed.

### 5a. The Deputy Designated Safeguarding Lead

There are a number of Deputy DSLs, listed on pages 2 and 3 of this policy. They support the DSL in discharging their responsibilities and whilst they may deputise for the DSL the lead responsibility for child protection remains with the DSL.

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

### 5b. Responsibility of the Designated Safeguarding Lead (DSL) and Deputy DSLs when supporting or stepping up in the Designated Lead absence

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services and/or Police or to the Channel programme if there is a radicalisation concern.
- Inform the Headteacher of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations or Section 42 where Adults are concerned
- Act as a source of support, advice and expertise to staff on matters of safeguarding.

- Support staff members around requests for involvement to other agencies.
- Share information with appropriate staff in relation to a Children Looked After (CLA) and Previously Looked After Children (PLAC).
- Have a good knowledge and attend meetings (or submit reports) to contribute to the planning for children who have Child in Need or Child Protection Plans.
- Utilise, implement, scrutinise and monitor the use of Early Help Assessments in the provision.
- Work with relevant staff in the provision to ensure the site is safe and secure.
- Ensure recording child safeguarding and child protection files are correctly drawn up with effective chronologies and regularly reviewed to scrutinise any patterns or drift/outstanding actions.
- Ensure the education provision's Single Central Record is correct at all times and safe recruitment procedures are upheld.
- Ensure the provision's site security and risk assessments are maintained and completed to support staff and children feel safe.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Support the school implementing the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation.
- Undertake the necessary training (including attending the Education Safeguarding Service DSL briefings each term) and ensure it is shared within the setting.

## 5c. Training

### What all staff should know

Stanchester Academy will issue Part One and Annex A of Keeping Children Safe in Education (September 2019) - in full - to all staff and ensure that they have read and understood its contents. Part one can be accessed [here](#) .

### Staff induction

As part of the induction process for new employees they will attend an induction briefing or if they commence part way through the year receive a one to one induction meeting with either the DSL or DDSL that signposts staff to relevant safeguarding documentation including this policy and procedure, guidance for safer working practice, what to do if you're worried a child may be abused and whistleblowing advice. A Safeguarding Staff Induction Record will be completed (see [Appendix A p23: Staff Safeguarding Induction](#)).

The Designated Safeguarding Lead should undergo the Local Authority's formal training every two years. The DSL should also undertake Prevent (WRAP) awareness and disseminate in addition to this training. Their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually.

All staff should have a knowledge of the sixteen key topics in KCSIE Annex A, to consider when working with children:

1. Children and the court system
2. Children missing from education
3. Children with family members in prison
4. Child sexual exploitation
5. Child criminal exploitation: county lines
6. Domestic abuse
7. Homelessness
8. So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)
9. FGM
10. FGM mandatory reporting duty for teachers
11. Forced marriage
12. Preventing radicalisation
13. Peer on peer abuse
14. Sexual violence and sexual harassment between children in schools and colleges
15. What is Sexual violence and sexual harassment?
16. Upskirting

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

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

The responsibilities placed on the governing body include:

- Contributing to ensure the provision is carrying out inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy and behaviour policy.
- Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2019)* –and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual provisions as to whether they choose to have one or more Deputy Designated Safeguarding Lead, but their training must be of the same level (currently referred to as level 3).
- Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal child protection training every two years (in line with SCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.

- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is regularly discussed and outcomes recorded at Governor meetings.
- Ensure the requirements of The Governor's Safeguarding Audit Section 175 are met and actions when needed completed in a timely way

## 7. Supporting Children and Early Help

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.

Education providers and staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

"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". Working together to Safeguard Children, March 2018.

Children who may require early help will be offered **early** intervention through Early Help support services for families.

A directory of early help services is available from the Early Help Advice Hub on 01823 355803. [Somerset Choices](#) and [Professional Choices](#) will also help practitioners and families find information and support to prevent escalation of needs and crisis. All staff should be aware of the latest version of [Effective Support for Children and Families in Somerset](#) which describes the early help process and thresholds for support.

All staff will be aware of the early help process, and understand their role in identifying emerging problems, including sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a request for involvement to Children's Services if the child's situation does not appear to be improving.

Staff and volunteers working within the provision will also be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs
- Children with special educational needs

- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour especially if there is a concern that it is exploitative
- Children missing education
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect
- Children with poor attendance or high medical absence
- Children suffering peer on peer abuse
- Is a privately fostered child

Staff will be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They will also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may need help or protection.

(See Appendices for information on further descriptors of abuse and specific safeguarding issues)

### **7.1 Children with SEN and disabilities**

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

### **7.2 Emergency Contacts for Children**

Keeping Children Safe in Education (2019) says that provisions should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home. We will endeavour to maintain at least two contact numbers for every child on roll.

### **7.3 Mental and Emotional Health of Children**

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Our setting will offer clear support and guidance for Children through our Mental Health Hub and school counsellor.

[Promoting children and young people's emotional health and wellbeing \(2015\)](#)

### **7.4 Local Issues and Contextual safeguarding**

Contextual safeguarding, which has been developed by Dr. Carlene Firmin at the University of Bedfordshire's [Contextual Safeguarding Network](#), recognises that as

young people grow and develop they are influenced by a whole range of environments and people outside of their family. For example, in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments, or indeed multiple risks.

Staff must therefore ensure all information and background are passed to the DSL when discussing concerns. To ensure the school is aware of local context the DSL (or DDSL) and SENCO will attend termly Team Around the School (TAS) meetings, ensuring appropriate information sharing and consultation with other professionals.

### 7.5 Home-stays (Exchange Visits)

If children are staying with parents from overseas as part of an exchange, the guidance is an enhanced DBS check needs to be carried out on the host family. If there are other people in the family aged over 16, then the provision will decide whether they will do an enhanced DBS check for those 16 and 17-year olds who live in the house.

## 8. Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff or 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
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- 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
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead **without delay**
- Follow 'Action to be taken where there are concerns about the welfare of a child or young person or the conduct/actions of Staff or Visitors' flowchart, Appendix C, p27.

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 Lead.

## 9. Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded on MyConcern.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation on MyConcern software.
- Do not destroy the original notes in case they are needed by a court; they should be given to DSL to scan onto MyConcern.
- Record the date, time, witness, place and any noticeable non-verbal behaviour and the words used by the child
- Indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Agree and record actions and outcomes

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

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

For any child leaving the provision, ensure any child protection information is sent to any new school /college as soon as possible but transferred separately and securely from the main pupil file. Where appropriate liaise with the DSL in the new provision to ensure the child's situation is fully understood.

Education providers should obtain proof that the new setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines. If the child leaves and their whereabouts are unknown or to move to elective home education the last school known retains the file.

All child protection recordings should be scrutinised regularly to ensure the action and outcome has been carried and any drift avoided. All records are kept in accordance with SSE Record keeping guidance available on the Support Services for Education website under the Education Safeguarding section policy and guidance.

## **10. Confidentiality**

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

All staff, 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 Services: Safeguarding and Specialist Services 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 may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.

Staff/volunteers who receive information about children and their families during their work should share that information only within appropriate professional contexts.

## **11. Communication with Parents**

We are fully committed to working in partnership with Parents. This Provision will ensure the Safeguarding and Child Protection Policy is available publicly either via the provision website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material.

(The provision may also consider not informing parent(s) where it would place a member of staff at risk).

The Provision will ensure that parents/carers understand the responsibilities placed on the school and staff for safeguarding children.

## **12. Allegations involving staff/volunteers**

An allegation is any information which indicates that a member of staff/volunteer 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

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

If any member of staff, volunteer or agency staff have concerns relating to an individual's conduct or behaviour, whether they be a colleague, member of the management or senior leadership team, they should refer their concerns to the Headteacher or Sally Power Trust Safeguarding lead ([sapower@educ.somerset.gov.uk](mailto:sapower@educ.somerset.gov.uk)). Where concerns or allegations relate to the Headteacher, these should be referred to Peter Elliott, CEO.

For guidance follow the 'Action to be taken where there are concerns about the welfare of a child or young person or the conduct/actions of Staff or Visitors' flowchart, Appendix C, p27.

If you do not feel you can raise concerns within the organisation then you can access the NSPCC Whistleblowing helpline on 0800 028 0285 between 8 a.m. and 8 p.m. or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) (see Appendix B Whistleblowing, p26).



The Head Teacher/ Trust Safeguarding Lead will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance Somerset Safeguarding Partnership Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the Head Teacher/Trust Safeguarding Lead/Trust HR Lead for consideration via the school's and Trust's internal procedures.

The Head of the provision, should as soon as possible, (following briefing from the Local Authority Designated Officer) inform the subject of the allegation.

For further information see: SSCP's [Allegations Management](#) or contact Somerset Direct for a referral to the LADO **Somerset Direct 0300 123 2224**.

### **13. Safer Working Practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/Staff Code of Conduct and Safer Recruitment Document Guidance for safer working practice for those working with children and young people in education settings (2015).

Provisions will ensure supervision at break times, trips and when providing intimate care are assessed and policies written where needed.

### **14. Site Safety including internet use**

The Provision will make *reasonable* effort to provide a secure, healthy, hazard-free environment for everyone at and visiting our provision. Consequently, all staff will:

- Maintain suitable/reasonable physical boundaries and barriers such as fencing, gates and locks on doors;
- Directly supervise children at all times, ensuring they remain on the premises and are never permitted to enter hazardous or insecure sections areas;
- Take all reasonable steps to monitor contractors, visitors and volunteers using the premises, requiring them to report to the provision office, take and read our Information and Guidance for Contractors and Visitors leaflet sign in to confirm that they have received, read and understood this leaflet, and wear a visitor's badge/sticker;
- Alert contractors, visitors and volunteers to the settings Safeguarding expectations and protocols, as well as advising them of the name of the DSL and Deputy DSLs.

- Update the single central record of staff/volunteers /casual/governance that are in regulated activity with children.
- Fire Drills, First Aid and Lockdown. We will have clear processes and scrutiny with clear records.
- Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider the school will consider a whole school approach to online safety. Students are not permitted mobile 'phones on site (unless agreed for a specific trip) and all visitors to the school must turn off mobile devices or make them non-discoverable (turning off Airdrop, Bluetooth etc.).
- We will ensure that there is an on-line safety policy for our provision that will include the use of digital technology.

## 15. Safer Recruitment

We will ensure that there are appropriate staff and governance with safer recruitment training for interviews and that safer recruitment practices are followed always. We will maintain a **single central record** to ensure all statutory requirements. All references will be verified and recorded.

## Appendix A.



## Staff Safeguarding Induction

<b>Staff member: Name and role:</b>	
<b>Date of commencement:</b>	
<b>Inductor: Name and role:</b>	
<b>Date of induction:</b>	
<b>Signed by Inductee:</b>	
<b>Signed by Inductor:</b>	

Agenda:

### Welcome to our school

#### Outline of the safeguarding induction meeting

- Statutory documents to be read and acknowledged
- What is Safeguarding (Child Protection)?
- What safeguarding means for children or young people at our school?
- Voice and influence
- Action to be taken if you have a concern

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

- Stanchester Academy Safeguarding and Child Protection Policy (including any appendix templates)
- Staff Code of Conduct
- Keeping Children Safe in Education 2019 Part One & Annex A
- The Prevent Duty June 2015
- Whistleblowing Policy
- What to do if you're worried a child is being abused
- Stanchester Positive Behaviour Policy
- Stanchester Children Missing in Education procedure
- Stanchester Anti-Bullying Policy

## What is Safeguarding (Child Protection)

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

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

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

You have been issued with Part 1 and Annex A of Keeping Children Safe in Education (September 2019) and you will have been asked to read the document ahead of today's induction. Have you had an opportunity to do so? Do you have any questions?

## What Safeguarding means for children or young people at our school

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

All staff, irrespective of their role in the organisation, have a responsibility to ensure that illegal, unsafe, unprofessional or irresponsible behaviour exhibited by staff is challenged and reported. If any member of staff, volunteer or agency staff have concerns relating to an individual's conduct or behaviour, whether they be a colleague, member of the management or senior leadership team, they should refer their concerns to the Headteacher or Sally Power Trust Safeguarding lead ([sapower@educ.somerset.gov.uk](mailto:sapower@educ.somerset.gov.uk)). Where concerns or allegations relate to the Headteacher, these should be referred to Peter Elliott, CEO.

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

## Voice and influence

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

**Action to be taken if you have a concern about the welfare of a pupil or the conduction/actions of a member of staff or visitor to our schools.**

You should discuss your concerns, observations or any information that may impact on the welfare of a child with a designated or deputy safeguarding lead. The flowchart overleaf has been developed to offer you guidance on what you should do. It is not intended to cover all eventualities, but it aims to provide a framework for action. What is important is that you take action and raise your concerns, the designated or deputy safeguarding lead may hold other relevant information, but your information may be new and important - the final part of the information jigsaw.

## Appendix B Whistleblowing

### NSPCC

## Whistleblowing Advice Line

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

What is whistleblowing?

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

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

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

### Contact the Whistleblowing Advice Line

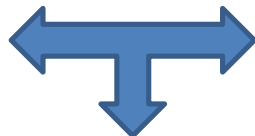
If you're worried about a child, even if you're unsure, speak to us. Call [0800 028 0285](tel:08000280285) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

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

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

**General Information and Advice**

Always act in the best interests of the child or young person:  
The welfare of the child is paramount **Children Act 1989**



Always maintain an attitude of **'it could happen here'**: Learning lessons from Serious Case Reviews.

**Be alert to the signs of abuse and neglect, supporting documents include:**

Our schools Safeguarding and Child Protection Policy and Procedures; BCT Safeguarding Policy; Part One and annex A of Keeping Children Safe in Education (Sept 2019); What to do if you're worried a child is being abused (DfE March 2015) Advice for Practitioners; Working Together to Safeguard Children (2018). These can be accessed on school website, in staff handbook a, on MyConcern and on safeguarding noticeboard in the staff room.



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

Anyone can make a referral to Children's Social Care and/or the Police (but the Designated Safeguarding Lead should be informed if a referral has been made). **Somerset Direct contact details: 0300 123 2224 Emergency Duty Team(EDT) outside office hours 0300 123 2327** or contact the Police on 999. If you have a concern relating to dangerous or illegal activity or any wrongdoing within the Academy and you do not feel you can raise a concern directly you can contact the NSPCC Whistleblowing helpline 0800 028 0285 or e-mail [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**How to report child welfare or child protection concerns at Stanchester Academy**

**Welfare Concern**

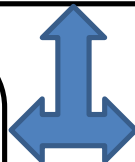


**Child Welfare**

Report on MyConcern.  
Discuss your concerns with the Designated or Deputy Safeguarding Lead (DSL/DDSL).

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

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



**Concerns relating to the conduct or actions of a staff member: Report to the Headteacher or Trust Safeguarding Lead (TSL Sally Power [SAPower@educ.somerset.gov.uk](mailto:SAPower@educ.somerset.gov.uk) ), they will liaise with CEO and HR.** If concerns relate to Headteacher or TSL the **CEO** must be notified. All allegations will be investigated following statutory guidance and Somerset Safeguarding Partnership procedures by the Local Authority Designated Officer.

## Appendix D Types of Abuse

**Physical abuse** is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI).

**Neglect** is the ongoing failure to meet a child's basic needs and is abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well.

Somerset's Neglect Strategy and Toolkit can be found here

<https://sscb.safeguardingsomerset.org.uk/working-with-children/local-protocols-guidance/>

**Sexual Abuse** A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong.

**Emotional abuse** is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case.

### Specific abuse and vulnerability concerns.

#### Domestic Abuse

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

#### Fabricated or Induced Illness by Carer (FI)

FI is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.



FII can cause significant harm to children. FII involves a well child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm as a consequence. There are three main ways of the parent/carer fabricating or inducing illness in a child: Fabrication of signs and symptoms, including fabrication of past medical history. Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents, and specimens of bodily fluids. Induction of illness by a variety of means.

The possibility of fabricated and induced illness should be considered where there are discrepancies between professional and parental perceptions of the child's needs or of any illness or disability and where there is a possibility of significant harm to the child. Where there are suspicions of FII in a child, the school's DSL must make a referral to Children's Social Care and/or the Police.

### **Child Exploitation, Sexual (CSE) and Child Criminal Exploitation**

There will be other circumstances which give cause for serious concern about the welfare of children; such as Child Exploitation (CE).

The exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

KCSIE Sept 2019 states:

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.*

Further information on county lines can be found at:

<https://www.childrenssociety.org.uk/what-is-county-lines>

Somerset's CSE screening tool can be found at:

<http://sscb.safeguardingsomerset.org.uk>

Regional support can be found through [Escapeline](#)

## **Peer on peer abuse including Harmful Sexual Behaviour, Sexual violence and Harassment**

When considering whether behaviour is abusive, it is important to consider: Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or whether the perpetrator has repeatedly tried to harm one or more other children; or where there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Somerset County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the **Brook Advisory Service** to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at [https://legacy.brook.org.uk/brook\\_tools/traffic/index.html?syn\\_partner=](https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=).

Guidance on responding to and managing sexting incidents can be found at: <https://ceop.police.uk> and SWGL has a [Professionals Online Safety Helpline](#) on 0344 381 4772. SWGL has a useful [flow chart for decision-making](#) around sexting incidents.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the provision will:

Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.

Develop robust risk assessments where appropriate (e.g. Using the Brook Risk Assessment Management Plan and Safety and Support Plan tools).

Have relevant policies in place (e.g. Positive Behaviour Policy).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

## **Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

### **Honour-Based Violence (HBV)**

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, Forced Marriage and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation). It is also sometimes referred to as female genital cutting or female circumcision. The practice is illegal in the UK.

When a person is employed or engaged to carry out 'teaching' work in England, in the course of their work, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 or there is a risk this might occur **the teacher must report this to the police**. This is a mandatory reporting duty. See - Keeping Children Safe in Education (DfE 2019): Annex A for further details plus <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

### **Forced Marriage**

The UK Government describes this as taking someone, usually overseas, to force them to marry (whether or not the FM takes place), or marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).

### **Breast Ironing/Binding**

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear. When a disclosure or signs of breast ironing are noted, staff should always alert the DSL immediately.

### **Faith Abuse**

Faith abuse is linked to a belief in witchcraft or possession by spirits and demons. In such instances, physical and/or psychological violence may be used in order to "get rid" of the possessing spirit. This is child abuse

and staff should always alert the DSL immediately.

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## Historical Abuse

Historical abuse (also known as non-recent abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old. Report any concerns to the DSL.

## County Lines, Cross Borders, Gangs, Trafficking and Cuckooing

These are police terms for urban gangs supplying drugs to suburban areas and market/or coastal towns using dedicated mobile or 'deal lines'. Gangs use children and vulnerable people to move drugs and money. Often they take over the homes of vulnerable adults and children by force or coercion in a practice referred to as cuckooing. Getting involved in gang culture can have serious and potentially devastating consequences, with dealers/offenders/members not afraid to use violence. There are people themselves vulnerable and at risk of exploitation by gang members from outside the county. Any activity that seems to be suspicious, or involve drug dealing/crime/exploitation should be passed to the police on 101 and the DSL. Resources, including assessment tools, can be found here <https://sscb.safeguardingsomerset.org.uk/working-with-children/cse-protocols/>

## Private Fostering

Private fostering is when a child under the age of 16 (18 if they are disabled) lives with someone who is not a close relative, guardian or person with parental responsibility for 28 days or more. Private fostering is not the same as fostering arranged by the local authority.

The law says that the Local Authority must be told about all private fostering arrangements.

## Hate Crime

A Hate Incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. If you, or anyone you know, has been called names, been bullied or had anything happen to them that you think may be because of one of these factors, then you should report this as a hate incident. Not all hate incidents will amount to criminal offences, but those that do become hate crimes.

## Sexting

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones. It may also include the use of a computer or any digital device. The provision will follow local procedures with police and Somerset Safeguarding Children's Board (see resources under paragraph on Peer on peer abuse above).

## Online Abuse

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This type of abuse happens on the web, through social networks, playing online games or using a mobile phone. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people. [eLIM](#) is part of Support Services for Education and provide resources and advice. [www.SupportServicesforEducation.co.uk](http://www.SupportServicesforEducation.co.uk).

## Grooming

Is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

## Missing Children

Anyone under the age of 18 years is to be considered “missing” if he/she is absent from his/her place of residence without authority to a degree or in circumstances where the absence causes concern for safety of the child or a danger to the public” This includes children and young people who have been forced to leave home and those whose whereabouts are unknown and those who feel they have had to leave home (rather than making a positive choice to do so).

High risks concerns include where:

- The responsible adult has no indication when the child is likely to return
- The child develops a pattern of going missing repeatedly
- The child’s location is unknown, or reason for absence is unknown there is cause for concern for the child because of their vulnerability
- The child is at high risk of CSE/gangs
- The child is pregnant or has a young child
- The child has a history of suicidal thoughts or behaviours
- The child is at risk of radicalisation

See Somerset Safeguarding Children Board Protocol for Children who go missing .  
<https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/2016/06/Missing-Children-Protocol.pdf>

**Children Missing Education (CME)** are children of compulsory school age who:

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- Are not on a school roll, and
- Are not getting a suitable education other than at school

For more information, refer to the [Somerset Children Missing in Education Policy \(2017\)](#). When children abscond from, or on route to/from, school, unexpectedly going missing from their registered school or education provider, parents/carers must be informed immediately, and the Police involved where appropriate. When children (who are NOT on holiday and/or whose reason for absence is unknown) the absence is recorded as unauthorised and the education provider makes good attempts to find the child. Should the child not be found the case should be referred following the Child Missing in Education process.

In Somerset it is expected a CME referral is made if there are 10 days continuous unexplained absences and the matter is not deemed to be a school attendance issue. If all attempts by school are completed within 10 days, the Education Safeguarding Service (ESS) will accept the CME referral earlier.

MissingChildren [MissingChildren@somerset.gov.uk](mailto:MissingChildren@somerset.gov.uk)

Elective Home Education Team [EHETeam@somerset.gov.uk](mailto:EHETeam@somerset.gov.uk)

## Children on roll

Where there are Children on roll but missing education through complex, refusal or medical need (including those cases open to Education Safeguarding Service, health or SEN) remain the **settings** responsibility for safeguarding and procedures will be put in place to monitor their wellbeing. The school will escalate concerns through Team Around the School.

## Appendix E

### Single Central Record (SCR)

Keeping an accurate Single Central Record forms part of the statutory guidance contained within KCSIE 2019. The SCR is a requirement of the School Staffing Regulations (and Independent School Regulations for academies). A checklist is used by the DSL to monitor the SCR each term, along with the safeguarding governor.

## Appendix F

### Resolving Professional Differences (RPD)

Transparency, openness and a willingness to understand and respect individual and agency views are core aspects of a safe multi-agency / inter-agency working. Good preparation, open lines of communication and planning by professionals who take responsibility for decision-making will ensure differences of view are kept to

minimum. However, disagreements may disadvantage the child or family involved if they are not resolved constructively and in a timely manner.

Safeguarding and promoting the welfare of children is a responsibility shared by all agencies. If you feel that a professional or an agency is not acting in the best interests of the child, young person or family, you have a **responsibility** to respectfully challenge the professional or agency. Somerset Safeguarding Children's Partnership provide guidance:

Resolving Professional Difference flowchart can be found here:

<https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/rpd-flow-chart.pdf>

Protocol for Resolving Professional Differences is found here:

<https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/RPD-Protocol-v3.2-updated-October-2019.pdf>

## Appendix G

**Radicalisation and Extremism** is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011). Prevent is one part of the United Kingdom's counter-terrorism strategy (CONTEST) and aims to stop people from being exposed to extreme ideologies and becoming radicalised. The CONTEST strategy is divided up into four priority objectives:

- Pursue – stop terrorist attacks
- Prepare – where we cannot stop an attack, mitigate its impact
- Protect – strengthen overall protection against terrorist attacks
- Prevent – stop people becoming terrorists and supporting violent extremism

Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. Children should be protected from messages of all violent extremism.

To report concerns, contact the Regional Police Prevent Team:

- Phone: 01179 455 536
- Email: [channelsw@avonandsomerset.pnn.police.uk](mailto:channelsw@avonandsomerset.pnn.police.uk)
- SWCPP (Safeguarding Children and Young people against Radicalisation and Violent Extremism)  
[http://www.proceduresonline.com/swcpp/somerset/p\\_sg\\_ch\\_extremism.html?zoom\\_highlight=prevent](http://www.proceduresonline.com/swcpp/somerset/p_sg_ch_extremism.html?zoom_highlight=prevent)

- Revised (April 2019) Prevent Duty guidance for England and Wales. <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

## Appendix H Dangerous Drugs

As part of the statutory duty on education providers to promote pupils' wellbeing, education have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that education staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the [FRANK service](#);
- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.
- Have a designated, senior member of staff with responsibility for the drug policy and all drug issues within the setting.
- Establish relationships with local children and young people's services, health services and voluntary sector organisations to ensure support is available to pupils affected by drug misuse (including parental drug or alcohol problems).

## Appendix I Attendance

Refer to the Stanchester Academy Attendance Policy and Medical Conditions Policy, both found in the staff handbook and on the website. Students attending school is a key component of effective safeguarding.

## Appendix J Control and Restraint

Staff should refer to the school policy, 'The Use of Force by Staff to Control or Restrain Students', available in the staff handbook. A list of trained staff is available in the school and pastoral offices and the staffroom.

## Appendix K Changing for PE

Changing areas must be single sex and consideration given to vulnerable students and those with disabilities and children from different religions, beliefs and cultural backgrounds or gender identity, who may require alternative changing arrangements in order to access PE lessons.

Clear guidelines are recommended because:

- getting changed can make some children feel vulnerable
- getting changed can cause anxiety for some children
- staff can feel unsure about PE changing supervision and how to ensure that both children and adults are safe.



## Appendix L Intimate Care

There are times intimate care is needed, we will consider need of pupil attending our provision and refer to the Medical Conditions Policy found in the staff handbook.

## Appendix M Useful Contacts

Consultation Line for Designated Safeguarding Lead, 0300 123 3078

Somerset Direct (Children's and Adult's) 0300 123 2224

- CAMHS Single Point of Access SPA Tel: 0300 124 5012  
Email: [CAMHSSPA@sompar.nhs.uk](mailto:CAMHSSPA@sompar.nhs.uk)
- Early Help Advice Hub 01823 355803
- Emergency Duty Team (EDT) 0300 123 2327
- Prevent – Regional Police Prevent Team 01179 455536/539  
[channelsw@avonandsomerset.pnn.police.uk](mailto:channelsw@avonandsomerset.pnn.police.uk)
- Services available through EHA <http://professionalchoices.org.uk/children-young-peoples-services/>
- 2BU LGBTQ+ support <https://www.2bu-somerset.co.uk/>
- Somerset Drug and Alcohol Service (SDAS) 0300 303 8788 or  
<https://www.turning-point.co.uk/sdas>
- Somerset Integrated Domestic Abuse Service (SIDAS) 0800 694 9999 or  
<http://www.somersetsurvivors.org.uk/somerset-integrated-domestic-abuse-service/>
- Somerset Partnership Integrated Therapy Service 0303 033 3002 or  
<https://choices.somerset.gov.uk/025/send/integrated-therapy-service/>
- Somerset Support for Education (SSE)  
<http://www.supportservicesforeducation.co.uk/>