



# Somerset Children in Education Child Protection and Safeguarding Policy

All children and young people will have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We are committed to anti-discriminatory practice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

This policy will be reviewed in full by the Governing Body annually.

**Updated September 2020 reflecting:**

Keeping Children Safe in Education (September 2020)

Working Together to Safeguard Children (March 2018)

Somerset Safeguarding Partnership (previously the Somerset Safeguarding Children's Board) policies and procedures

**Date ratified by the Governing Body**

**Review Cycle**

**Annual or when there is a change in statutory guidance or legislation**

**Review Date**

**September 2021**

|                                                                                                                                     |    |
|-------------------------------------------------------------------------------------------------------------------------------------|----|
| Contents                                                                                                                            | 2  |
| Introduction                                                                                                                        | 3  |
| Definition of safeguarding                                                                                                          | 3  |
| Our commitment                                                                                                                      | 4  |
| Statutory responsibilities                                                                                                          | 4  |
| The role of the Designated Safeguarding Lead (DSL)                                                                                  | 5  |
| The Deputy Designated Safeguarding Lead (DDSL)                                                                                      | 5  |
| What all staff should know                                                                                                          | 5  |
| Staff Induction                                                                                                                     | 5  |
| Action to be taken if there are concerns in relation to safeguarding practices at Brookside Academy                                 | 5  |
| Abuse and neglect (definitions)                                                                                                     | 6  |
| Physical abuse                                                                                                                      | 6  |
| Neglect                                                                                                                             | 6  |
| Emotional abuse                                                                                                                     | 7  |
| Sexual abuse                                                                                                                        | 7  |
| Safeguarding in specific circumstances:                                                                                             | 7  |
| Bullying: Brookside Academy                                                                                                         | 7  |
| Children and the court system                                                                                                       | 7  |
| Children Missing Education (CME)                                                                                                    | 7  |
| Children with family members in prison                                                                                              | 8  |
| Child Sexual Exploitation (CSE)                                                                                                     | 8  |
| Child Criminal Exploitation (CCE)                                                                                                   | 8  |
| Child and Adolescent Mental Health                                                                                                  | 8  |
| County Lines                                                                                                                        | 9  |
| Domestic abuse, Domestic Violence, Gender based Violence                                                                            | 9  |
| Fabricated or Induced Illness by Carer (FII)                                                                                        | 9  |
| Faith Abuse                                                                                                                         | 10 |
| Female Genital Mutilation                                                                                                           | 10 |
| Hate Crime                                                                                                                          | 10 |
| Homelessness                                                                                                                        | 10 |
| Honour based violence (HBV) So-called 'honour-based' violence (including Female Genital Mutilation, Forced Marriage Breast Ironing) | 10 |
| Online Safety                                                                                                                       | 11 |
| Peer on Peer abuse                                                                                                                  | 11 |
| Preventing extremism                                                                                                                | 11 |
| Private Fostering                                                                                                                   | 12 |
| Sexting                                                                                                                             | 12 |
| SEND                                                                                                                                | 12 |
| The Governing Body (including Trusts)                                                                                               | 12 |
| Looked after Children                                                                                                               | 13 |
| Allegations of abuse made against teachers, other staff, Volunteers and Agency Staff: People in a Position of Trust                 | 13 |
| What staff should do if they have concerns about another staff member & Governor responsibility                                     | 14 |
| Staff Code of Conduct                                                                                                               | 14 |
| Appendix A Employees Safeguarding Induction                                                                                         | 15 |
| Appendix B NSPCC Whistle Blowing Advice                                                                                             | 19 |
| Appendix C Actions to be taken when there are welfare concerns flowchart                                                            | 20 |
| Appendix D Early Years Provision                                                                                                    | 21 |
| Key Safeguarding Staff at Brookside Academy Contact Details                                                                         | 22 |
| Appendix O Safeguarding Arrangements during COVID-19                                                                                | 23 |

## Introduction

At Brookside Academy, we are committed to providing an environment that nurtures and transforms the lives of children and young people attending our school and take seriously our responsibilities to safeguard and promote their welfare. 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 the Safeguarding (Child Protection) Policy and Procedures, statutory guidance and Somerset Safeguarding Partnership policies and procedures.

Personal sensitive information is processed in accordance with the Data Protection Act 2018 and Part 3, the General Data Protection Regulations (GDPR). Consent to share information will be sought unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or children's social care in pursuit of their enquiries in order to protect and safeguard children and young people.

## Definition of safeguarding

Safeguarding and promoting the welfare of children is defined in statutory guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. In order to fulfil this responsibility effectively we ensure our approach is child centered, considering always, what is in the **best interests** of the child or young person.

Most children grow up in loving families and supportive communities and become independent, resilient adults. Wherever possible we want this for all children and young people, so that they and their families can support themselves by engaging with and contributing to their local communities. In order to achieve this children, young people and their families should receive the right intervention as early as possible to tackle problems and prevent issues escalating. All practitioners will adopt an Early Help/Think Family approach meaning they look at the whole family situation and what needs to happen to improve that situation whether that means working with adults, children or the whole family.

## Contextual Safeguarding:

- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment
- All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence)

Safeguarding encompasses many key areas within a school such as:

Child protection  
Policies and procedures including safer recruitment  
Governance and reflective supervision  
Health and Safety  
Buildings and the environment  
SEND and additional needs  
E-Safety, professional curiosity and training  
The curriculum  
Attendance and missing from education or care

## **Our commitment**

To safeguard and promote the welfare of children and young people through:

- The provision of a safe environment in which children and young people can learn
- Identifying 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.

## **Glossary**

- Reference to “staff” includes both education and care specific staff
- “Staff” or “members of staff” includes all paid staff irrespective of their role in the organisations and includes agency staff and volunteers
- SSP is an abbreviation for the Somerset Safeguarding Partnership (SSP) the new name for the Local Safeguarding Board (LSCB)

## **Statutory responsibilities**

All action taken by Brookside Academy will be in accordance with:

### **Current legislation namely:**

- The Children Act 1989 and 2004; Education Act 2002 and 2011; 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 school 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

## **The role of the Designated Safeguarding Lead (DSL)**

Keeping Children Safe in Education (September 2019) requires each 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. The provided 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.

## **The Deputy Designated Safeguarding Lead (DDSL)**

Supports the DSL in discharging their responsibilities and whilst they may deputise for the DSL the lead responsibility for child protection remains with the DSL. At Brookside we have three DDSL who are all members of the executive leadership team (ELT) and meet regularly to review, support and challenge safeguarding and children protection issues related to the Academy.

Details of Brookside Academy key safeguarding personnel can be found at Appendix D

Both the DSL and DDSL 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 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. More information about the roles and responsibilities of the DSL and DDSL can be found [here](#)

## **What all staff should know**

All schools are required to issue Part One of Keeping Children Safe in Education (September 2019) - in full - to their 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 a 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 see **Appendix A: Staff Induction Record**

## **Action to be taken if there are concerns in relation to safeguarding practices at Brookside Academy**

All staff, volunteers and agency staff should feel able to raise concerns about poor or unsafe practice and any potential failures in the safeguarding regime and know that such concerns will be taken seriously by the Executive and Senior Leadership Team and designated safeguarding leads. Should staff feel unable to raise concerns within the organisation advice and guidance has been produced to ensure that they are aware of how to raise such concerns externally see **Appendix B: NSPCC Whistleblowing advice and information**. Which is also available on the safeguarding notice board in

the staff room. In addition, the Brookside Academy whistleblowing policy is available via the Academy website [here](#)

The Brookside Academy concerns flowchart provides additional information about how to make a referral to children's social care, the LADO or to report concerns to the NSPCC advice line in instances where they have concerns about the organisation's response to child protection, the conduct of staff or they do not feel that appropriate action has been taken in relation to concerns they have raised **Appendix C: Concerns Flowchart**

### **Abuse and neglect (definitions)**

**All staff 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.**

Abuse is the maltreatment of a child or young person; they may be abused or neglected through harm being inflicted or by parents or carers failing to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or by being targeted by others via the internet for example. They may be abused by an adult or adults or by another child or children. The following are the statutory definitions of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and determine the type category of abuse is that of the Police and Children's Social Care – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Statutory guidance Safeguarding Children in whom Illness is Fabricated or Induced (2008) sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer **failing to:** provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Safeguarding in specific circumstances:**

In addition to the above there are other areas of safeguarding that the organisation has to have due regard to. [Annex A of Keeping Children Safe in Education \(September 2019\)](#) highlights specific forms of abuse and safeguarding issues which staff who work with children and young people should read the following is a synopsis of the areas addressed but are not a fully replica of the guidance which can be accessed [here](#)

**Bullying:** Brookside Academy has a separate Anti-Bullying policy which is accessible [here](#). Further guidance is available [from](#) here.

**Children and the court system** may be required to give evidence in the criminal courts, either for crimes committed against them or for crimes they have witnessed. There are a range of guides to support child witnesses. In the civil courts children and young people may be involved in child arrangement hearing and the Ministry of Justice has launched an online child arrangement information tool detaining the dispute resolution service.

**Children Missing Education (CME)** All staff should be alert to children going missing as this can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, sexual abuse or exploitation (Child Sexual Exploitation and Criminal), travel to conflict zones, Female Genital Mutilation (FGM), forced marriage. Early intervention is necessary to protect and safeguard a child or young person

Children Missing Education (CME): are children of compulsory school age who: • Are not on a school roll, and • Are not getting a suitable education other than at school For

more information, refer to the Somerset's Children Missing in Education Policy. 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. The CME referral process does NOT replace Safeguarding procedures for the reporting of Child Protection concerns, which must be observed at all times.

Missing Children: MissingChildren@somerset.gov.uk

Elective Home Education Team: EHETeam@somerset.gov.uk

**Children with family members in prison** are more likely to have poor outcomes, including poverty, stigma, isolation and poor mental health. More information to support schools and colleges can be found on the [Nicco](#) website

**Child Sexual Exploitation (CSE)** is child sexual abuse, whereby an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under 18 to engage in 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

**Child Criminal Exploitation (CCE)** is geographically widespread form of harm that is often referred to as county lines, which involves drug networks or gangs that groom and exploit children and young people to carry drugs and money. A key indicator is that victims are often missing from home, care or education and trafficked for the purpose of transporting drugs.

- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
- In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
- It can be perpetrated by individuals or groups, males or females, and children or adults
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse
- It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence
- Victims can be exploited even when activity appears to be consensual
- It can happen online as well as in person

**Child and Adolescent Mental Health:** Good mental health and resilience are fundamental to our physical health, our relationships, our education and to achieving our potential.

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation



- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy

**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 24 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 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. Should young people thought to be involved the early help assessment is a useful tool. A request for involvement to CSC/police is needed if the child is at immediate risk of harm. <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

**Domestic abuse, Domestic violence, Gender-based violence and violence against women and girls (VAWG), teenage relationship abuse:** is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners irrespective of gender or sexuality. Exposure to domestic abuse or violence can have a serious, long lasting emotional and psychological impact on the development of children and young people. Further advice and guidance accessed via the [NSPCC](#), [Refuge](#) and [Safelives](#) spotlight on young people and domestic abuse.

Further resources relating to violence against women and girls (VAWG) can be accessed [here](#)

**Fabricated or Induced Illness by Carer (FII):** 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 professionals 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 DSL must make a referral to

Children's Social Care and/or the Police. Parents should not be informed of suspicions at this stage.

**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. Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs." Faith abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged "diagnosis" and "exorcism" may take place. When a disclosure or signs of faith abuse are noted, staff should always alert the DSL immediately. In such situations, the DSL will always call Somerset Children's Social Care Emergency Duty Team on 0300 123 2224.

**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. FGM is not an issue that can be decided on by personal preference – it is an illegal, extremely harmful practice, and a form of child abuse and violence against women and girls. Professionals in health, social care and teaching have a statutory duty to report all cases of FGM to the Police where disclosure or signs of FGM are noted, or where a person knows or suspects FGM has been – or will be – perpetrated. When someone reports FGM to the Police, they should ask for a crime reference number. If there is an IMMEDIATE RISK, call the Police on 999 (emergency number). If there is NOT an immediate risk, call the Police on 101 (non-emergency number)

**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.

**Homelessness:** or the being at risk of being made homeless is a significant risk for children or young people. The DSL should refer to the local housing authority at the earliest opportunity. The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help, including an assessment of need and circumstances. The DfE and the Ministry of Housing, Communities and local government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless or require accommodation A series of fact sheets can be accessed [here](#)

**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. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need

to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

So-called 'honour-based' violence (including Female Genital Mutilation, Forced Marriage Breast Ironing) encompasses incidents or crimes which have been committed to protect or defend the honour of the family or community. All forms of honour based violence (HBV) is abuse, regardless of the motivation and should be handled and escalated as such. There are specific mandatory reporting duties for teachers to report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

Additional guidance and publications

FGM: Mandatory reporting procedural information can be accessed [here](#)

FGM Fact sheet can be access [here](#)

Forced Marriages: Multi- agency guidelines(2014) pages 35 and 26 pertain to schools can be accessed [here](#) along with statutory guidance (2014) which can be access [here](#)

**Online Safety:** Annex C of Keeping Children Safe in Education (September 2019) addresses the use of technology which can be a significant component of many safeguarding issues including CSE, CCE, radicalisation, sexual predation etc., whereby technology provides the platform that facilitates harm. Schools and colleges must adopt a range of effective safeguarding approaches that both safeguards and empowers children and young people to access support and remain safe online by reducing the risk of harm through the use of filters, monitoring and appropriate use policies for those accessing our IT system, whilst at the same time providing a safe environment in which children and young people can learn to keep themselves safe online.

**Peer on Peer abuse:** children and young people can abuse their peers which can take many forms, including but not limited to: bullying (including cyber bullying); sexual violence or harassment; physical abuse including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/hazing type violence or rituals.

Sexual violence and sexual harassment between children in schools and colleges: can occur between two children of **any** age and sex and occur through a group of children or young people sexually assaulting or harassing an individual or group of children.

Somerset County Council recommend that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals assess and respond appropriately to sexualized behavior.

It can also involve Upskirting which 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. This is now a criminal offence

Further guidance is available [here](#)

**Preventing extremism:** Children and young people can be vulnerable to extremist ideology and radicalisation and forms part of schools and colleges safeguarding responsibilities, as set out in the Prevent Duty Extremism is the vocal or active opposition to our fundamental values and radicalisation refers to the process by which a person come to support terrorism and extremist ideologies associated with terrorist groups.

Further information can be access below in relation to

[Extremism](#)    [Radicalisation](#)    [Prevent](#)

**Private Fostering:** is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. Brookside Academy has a responsibility to refer to Children's Social Care of any private fostering arrangement we become aware of, in order for Children's Social Care to undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.

**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.

**Special Education Needs 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.

**The Governing Body (including Trusts)** Governing bodies and proprietors 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 governing bodies and proprietors 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.
- 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

**Looked after children:** The staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

### **Allegations of abuse made against teachers, other staff, Volunteers and Agency Staff: People in a Position of Trust**

Working Together to safeguard Children (March 2018) states that organisations should have in place clear policies in line with those from the Somerset Safeguarding Partnership to manage allegations against people who work with children and young people. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. Full details are available [here](#)

In addition, Keeping Children Safe in Education (September 2019) Part Four, sets how allegations may indicate that a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity in a school or college under the age of 18 years. Part 4 of the Keeping Children Safe in Education (September 2019) which can be accessed [here](#)

An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates they may pose a risk of harm

The Brookside Academy Management of Allegations policy and procedure is available on the [website](#) Phone Somerset Direct on **0300 123 2224** for a referral.

### **What staff should do if they have concerns about another staff member**

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 designated safeguarding lead or the Headteacher.

Where concerns or allegations relate to the Headteacher, these should be referred to the chair of governors

**Staff Code of Conduct:** In addition to the Safeguarding and Child Protection policy, We have a staff Code of Conduct that outlines an acceptable level of staff behaviour. During their induction training, new staff will be given and have read: • Staff Code of Conduct (inc. use of social media, and the Position of Trust Offence) • The school's Safeguarding and Child Protection policy • Keeping Children Safe in Education (2018) (Part One and Annex A) • Behaviour Policy • Procedures for children missing education.



# Employees

## Safeguarding Induction

|                                         |  |
|-----------------------------------------|--|
| <b>Staff Member:<br/>Name and Role:</b> |  |
| <b>Date of<br/>Commencement:</b>        |  |
| <b>Inductor:<br/>Name and Role</b>      |  |
| <b>Date of Induction:</b>               |  |
| <b>Signed by Inductee:</b>              |  |
| <b>Signed by Inductor:</b>              |  |

**Keeping Children Safe in Education (2019) states: ALL staff should be aware of systems within their school or college which supports safeguarding, and these should be explained to them as part of staff induction. This should include the:**

- **Safeguarding (Child Protection) policy**
- **Behaviour policy**
- **Staff behaviour policy (code of conduct)**
- **Safeguarding response to child who go missing from education and**
- **The role of the designated safeguarding lead (including the identity of the DSL and Deputy**

## Safeguarding Induction Agenda: Welcome to Brookside Academy

### Outline of the induction meeting

- **Brookside Vision and Ethos**
- **What is Safeguarding (Child Protection)**
- **What safeguarding means for children or young people at [Any School]**
- **Voice and influence**
- **Action to be taken if you have a concern**

### Brookside Vision and Ethos

Education is a lifelong process and we are lucky that we can provide a 0 - 11 provision (Term time) and 0 - 16 provision (during holidays). We want to ensure that the day to day practice at our academy enables children to reach their full potential so that they have the best possible chances in life.

We are committed to a fully inclusive education and we believe that we are better when we develop tolerance and understanding. We have three very simple rules here and they underpin much of our approach to learning.

Be Kind

Be Safe

Be Responsible

At Brookside Academy we are best placed to offer our children the highest possible standard of 21st Century teaching and learning, with one vision and purpose for the benefit of our pupils and for the future success of the community we live in.

### 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 Brookside Academy 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 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 Brookside Academy**

At Brookside Academy 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 positions 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. It is always difficult to raise concerns about a colleagues' behaviour, but you must discuss any concerns with the designated or deputy safeguarding lead.

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)

You should familiarise yourself with the following policies which are available on the Safeguarding Notice Board (Staff Room) and on the School Website:

1. **Guidance on safer working practice for those working with children and young people in education settings (May 2019)** Brookside Academy has adopted this as our staff code of conduct which is available in the staff room on the safeguarding notice board
2. **What to do if you're worried a child is being abused (DfE March 2015)** advice for practitioners
3. **Brookside Academy Safeguarding (Child Protection) Policy and Procedures.**
4. Brookside Academy **Behaviour policy** and
5. **Children Missing Education procedures**

## **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 Brookside Academy**

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.

Updated July 2019



## **Whistleblowing Advice Line**

### **Support for professionals who are worried about children in the workplace**

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**

Call **0800 028 0285**

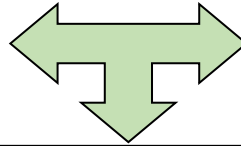
Email **help@nspcc.org.uk**

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

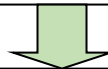
Always act in the best interests of the child or young person: the welfare of the child is paramount **Children Act 1989**



Always maintain an attitude of '**it could happen here**': Learning lessons from Serious Case Reviews e.g. Daniel Pelka and Nigel Leat

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

Brookside Academy Safeguarding (Child Protection) Policy & Procedures: Part One: Keeping Children Safe in Education (September 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 the Academy website and the safeguarding notice board 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 (DSL) should be informed if a referral has been made). **Contact details: 0300 123 2224** Office Hours telephone number : Emergency Duty Team (EDT) outside office hours, weekends or bank holidays **0300 123 2337** or contact the **Police on 999**

If you have a concern relating to dangerous or illegal activity or any wrongdoing within the organisation and you do not feel you can raise a concern directly you can contact the **NSPCC** Whistleblowing helpline 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or Email:

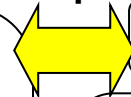
## How to report child welfare or child protection concerns at Brookside Academy

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

#### Child Welfare

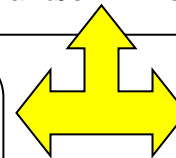
Discuss your concerns with your immediate line manager  
Or  
Discuss your concerns with the Designated or Deputy Safeguarding Lead (DSL)

**You must act to safeguard**



#### Safeguarding/Child Protection Concerns

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:** The DSL will liaise with the Headteacher or you can refer your concerns directly. If concerns relate to the Headteacher the Chair of Governors must be notified. All allegations will be investigated following statutory guidance and Somerset Safeguarding Partnership procedures by the Local Authority Designated Officer (LADO)

## Appendix D

### Early Years Provision.

#### Working Together 2018 states -

- Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

#### Keeping Children Safe in Education 2018 states –

- The Early Years Foundation Stage Framework (EYFS) is mandatory for all early years providers. It applies to all schools that provide early years provision including maintained nursery schools.

#### The Early Years Foundation Stage states –

- Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers other than childminders are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing.
- Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting.

Early Years Providers must be compliant with the Safeguarding and Welfare Requirements

Below is the link to the EYFS

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

- As an appendix to this policy, we ensure that we are compliant with all the Safeguarding and Welfare Requirements of the Early Years Foundation Stage 2017 by adopting the following:
- We have a mobile phone and camera policy in place within the provision that details the procedure for use of these devices. This covers the use of Mobile Phones and Cameras in the setting and on visits and includes the settings procedures with regards to mobile phones and cameras for all staff, volunteers and visitors.

### Key Safeguarding staff

| <b>Name</b>              | <b>Designation</b>                     | <b>Contact details</b>                                                   |
|--------------------------|----------------------------------------|--------------------------------------------------------------------------|
| <b>Brian Walton</b>      | <b>Headteacher</b>                     | <b>01458 443340<br/>office@brooksideacademy.co.uk</b>                    |
| <b>Julie Summerhayse</b> | <b>Chair of Governors</b>              | <b>Clerk to Governors- Greg Jones<br/>GRJones@brooksideacademy.co.uk</b> |
| <b>Stuart Clowse</b>     | <b>Nominated Safeguarding Governor</b> | <b>Clerk to Governors- Greg Jones<br/>GRJones@brooksideacademy.co.uk</b> |
| <b>Brian Walton</b>      | <b>DSL</b>                             | <b>01458 443340<br/>office@brooksideacademy.co.uk</b>                    |
| <b>Sarah Ashford</b>     | <b>DDSL</b>                            | <b>01458 443340<br/>office@brooksideacademy.co.uk</b>                    |
| <b>Chris Lane</b>        | <b>DDSL</b>                            | <b>01458 443340<br/>office@brooksideacademy.co.uk</b>                    |
| <b>Sandra Cinicola</b>   | <b>DDSL</b>                            | <b>01458 443340<br/>office@brooksideacademy.co.uk</b>                    |



## APPENDIX O

This information is correct as at 01/09/2020

### **SAFEGUARDING ARRANGEMENTS DURING COVID-19 and Specific Year Group isolation**

During a period of isolation as a result of the COVID-19 pandemic, Brookside will adhere to Keeping Children Safe in Education September 2020. We recognise that the way in which academy's, schools and colleges are currently operating during this time is markedly different to the usual situation, however the following safeguarding principles remain the same:

- The best interests of children and young people must always continue to come first
- If anyone in our academy has a safeguarding concern about any child or young person they should act immediately
- The DSL or deputies will always be available
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- Children should continue to be protected when they are online or at home

All colleagues must ensure that they have read Parts 1 & 5 of Keeping Children Safe in Education 2020 (KCSIE). Part 5, in particular, addresses the safeguarding around peer-on-peer abuse.

#### **1. Safeguarding updates from the Local Authority or from Central Government**

Brian Walton (Designated Safeguarding Lead) or in his absence, Sarah Ashford (Deputy Designated Safeguarding Lead), Chris Lane (Deputy Designated Safeguarding Lead) and Sandra Cinicola (Deputy Designated Safeguarding Lead) will disseminate updated Local Authority / Government advice on a regular basis to all staff.

#### **2. What Should I do If I am Concerned About a Child?**

All concerns about a child or young person should be passed on to the DSL (or Deputy DSLs) immediately. Brian Walton, Sarah Ashford, Chris Lane and Sandra Cinicola may be contacted via the school phone number during working hours or their Academy email.

- If a child or young person makes a safeguarding disclosure to a member of staff whilst in the Academy, these concerns should be passed immediately to a member of the ELT who is in Academy on that day.
- If a child or young person makes a safeguarding disclosure to a member of staff online – this MUST be forwarded on to the DSL (or DDSL) immediately. DO NOT RESPOND TO ANY EMAILS - please forward immediately for the DSL to consider next steps but also telephone them to ensure they have received the email.

### **3. Online Technology**

The use of technology has become a significant component of many safeguarding issues and we are likely to see this escalate during the COVID-19 crisis. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

All colleagues must read Part 1 of KCISE 2020 so that they are aware of the signs and can intervene and escalate any incident where appropriate. We recognise that staff will not have the same daily interactions with our children and young people if there is a period of isolation and lessons are taught online, but they should be aware of the issues that greater exposure to online materials could bring.

### **4. Communication with Students**

We acknowledge that most communication with pupils during a period of isolation or a further lockdown will be online. The starting point for online teaching mirrors the same principles as set out in Brookside's Code of Conduct. The following protocols are in place to protect both children and staff.

- Never respond to a pupil's own personal email address.
- Never interact with a pupil on any type of video conferencing platform - e.g. Skype / Zoom
- Never call a pupil or speak to them on their own telephone / mobile.
- If necessary communication will be made in the first instance by a member of the Safeguarding Team. If calling from a mobile or landline, please enter the digits 141 before your number so that your personal mobile number is not revealed.

### **5. Universal Support**

- Brookside will be sharing information with parents/carers on the Academy website, by letters, social media (Twitter and Facebook) and by text message. This information will go to all parents / carers and will include information about Year group or Academy closure, links to sources of education and information relating to a specific wellbeing and safeguarding matters.
- If you are concerned about the safety or welfare of a child or young person during closure, information can be reported to the Safeguarding Team using Brian Walton's email address- please copy in Sarah Ashford, Chris Lane and Sandra Cinicola. Our dedicated Safeguarding Team will continue to monitor this during the period of closure and will be operational during normal working hours from 07:30-18:00 daily.
- During this period, Brian Walton (DSL) will be available and in the event of his absence, Sarah Ashford (DDSL), Sandra Cinicola (DDSL) or Chris Lane (DDSL) will be available.

### **6. Vulnerable Students / Families**

- In the event of a lockdown teachers may be tasked to make weekly contact with individual pupils and their families who are on a Child Protection Plan (CPP) and those on a Child in Need (CiN) Plan.
- A log of these calls and communication for example via email, will be recorded by the person phoning home.
- On some occasions these log calls will be recorded in CPOMS.

### **7. Looked After Children & Previously Looked After Children**

- The Deputy Head will continue to work closely with the Virtual Academy Head teacher to support this key cohort. Where a Looked-After Child is not attending the Academy, this must



be agreed with the designated Social Worker. The SENDco will update the DSL on a weekly basis.

#### **8. Children with an EHCP**

- For pupils who have an EHCP and are attending the Academy, we will ensure that relevant colleagues have access to their EHCP so that appropriate support can be given during this turbulent period.
- Where a Brookside pupil has an EHCP and is not accessing the Academy provision during this period, the Assistant Head and SENDco will retain weekly welfare checks through class teachers contacting home, all calls will be logged and reported to the DSL.

#### **9. Student Attendance**

- Only children whose year group has been asked to isolate by Public Health England after a confirmed positive case should not attend the Academy
- They will be coded X for the duration of the set isolation period
- All other pupils should attend the Academy unless otherwise informed.

#### **10. Staff Training and Safeguarding Induction**

- All existing Academy staff will already have had safeguarding training which relates to KCSIE 2020 and all staff have read parts 1 & 5 of this document. It is now important that all staff are aware of any new local arrangements so they know what to do if they are worried about a child.
- Where new staff are recruited, or new volunteers enter the Academy, they should continue to be provided with a safeguarding induction.