Brookside Academy
INSPIRING FUTURES

Safeguarding and Child Protection Policy

Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2021	Brian Walton	September 2022

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Julie Summerhayes		
Head Teacher	Brian Walton		

Details of Policy Updates

Date	Details
01/09/2021	Update and re-written to reflect new statutory guidance issued in 2021.

- Minuted and adopted by ELT in September 2021.

Author: Brian Walton

Re- Written: September 2021

Review date: September 2022

Policy Contents

Policy Contents 2
Part 1 – Policy 3
Definitions 3
Introduction 3
Equalities Statement 4
Overall Aims 5
Professional Expectations, Roles and Responsibilities 5
Safeguarding Training for Staff 7
Safeguarding on the Curriculum 8
Safer Recruitment and Safer Working Practice 9
Key Safeguarding Areas 10
Part 2 – Procedures 12
Reporting Concerns 12
Information Sharing 12
Identifying and Monitoring the Needs of Vulnerable Pupils 13
Multi-Agency Working 13
Fixed-Term and Permanent Exclusions and Commissions Alternative Providers 14
Children Missing from Education 15
Responding to Incidents of Peer-on-Peer Abuse 15
Responding to Allegations and Whistleblowing 17
Mental Health and Well-being 18
Online Safety 19
Appendices 20
Appendix A – Multi-Agency Contacts for Safeguarding in Education 21
Appendix B – Reporting Concerns (1) 23
Appendix B – Reporting Concerns (2) 24
Appendix C – Dealing with a Disclosure of Abuse 25
Appendix D – Types of Abuse and Neglect 26
Appendix E – Specific Actions to Take on Topical Safeguarding Issues 28

Part 1 – Policy

Definitions

Safeguarding is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical 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 is defined in Section 47 of the Children Act 1989 as when a child is suffering or is likely to suffer significant harm.

Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

Introduction

At Brookside Academy:

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who works with children, their families and carers, has a role to play.
- To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the best interests of the child.
- We take an 'it can happen here' approach where safeguarding is concerned.
- Everyone who works with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Victims of harm should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Brookside Academy is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

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

- Current legislation (summarised in Working Together to Safeguard Children)
- Statutory, national, and local guidance, including:
    - Working Together to Safeguard Children (2018), which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
    - Keeping Children Safe in Education (2021), which is statutory guidance issued by the Department for Education that all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

    - Early Years Foundation Stage statutory framework (2021) is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.
- Guidance from the Somerset Safeguarding Children Partnership

This policy should be read in conjunction with the following policies:

- Recruitment and Selection
- Managing Allegations and Whistleblowing
- Code of Conduct for Staff / Staff Behaviour Policy
- Behaviour (which should include measures to prevent Peer-on-peer bullying, harmful sexual behaviour including cyberbullying, prejudice-based and discriminatory bullying, and Exclusions Policy of a separate document)
- E-Safety
- Self-Harm
- Policy on Supporting Children Looked After
- Attendance (including the safeguarding response to children who go missing from education)
- Health and Safety

Head teachers/principals should ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty.

General duties include:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under Brookside Academy's equality statement and measurable objectives. These are available on our website. Policies | Brookside Academy

Brookside Academy adheres to Somerset's Children and Young People Plan 2019-2022.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy Policies | Brookside Academy

Brookside Academy also adheres to the principals of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

Overall Aims

This policy will contribute to the safeguarding of children at Brookside Academy by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, pupils, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; and that our pupils are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, pupils, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable pupils and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with pupils, parents, and other agencies in the Local Safeguarding Partnership including Early Help.

Professional Expectations, Roles and Responsibilities

Brookside Academy is named as a relevant agency in the Somerset Safeguarding Children Partnership. This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Somerset Safeguarding Children Partnership's professional expectations, roles, and responsibilities.

Roles and Responsibilities of All Staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2021). Those working directly with children will also read Annex B. Staff that do not work directly with children will be asked to read Annex A instead.
- All staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- All staff will know how to contact the DSL and deputies, the Chair of Governors, and the named Governor responsible for safeguarding.
- All staff will be able to identify vulnerable pupils and take action to keep them safe. Information or concerns about pupils will be shared with the DSL where it includes those:
    - who may need a social worker and may be experiencing abuse or neglect;
    - requiring mental health support;
    - may benefit from early help;
    - where there is a radicalisation concern;
    - where a crime may have been committed.
    - Be clear as to the setting's policy and procedures about peer-on-peer abuse, children missing education and those requiring mental health support, and the impact of technology in relation to online safety.

    - Be involved where appropriate, in the implementation of individual
    - plans to further safeguard vulnerable pupils and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
    - Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- All staff will be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

Role of the Designated Safeguarding Lead

Details of our DSL and Deputy DSL are available on the Brookside Academy website and on posters around the school. Duties are further outlined in Keeping Children Safe in Education (2021, Annex C).

- The DSL is member of the Academy's Senior Leadership Team and has lead responsibility for safeguarding and child protection within the setting.
- The DSL works with the headteacher, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils in need are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs.
- Manages early identification of vulnerability of pupils and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manages referrals to local safeguarding partners where pupils with additional needs have been identified. These can include those:
    - who need a social worker and may be experiencing abuse or neglect;
    - requiring mental health support;
    - who may benefit from early help;
    - where there is a radicalisation concern;
    - where a crime may have been committed.

The DSL will also:

- Be a key point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable pupils with relevant staff. This includes ensuring that staff:
    - know who these children are,
    - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
    - Are supported to identify the challenges that children in this group might face.
    - Provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential.
- Ensure the successful transfer of the Safeguarding/Child Protection File when a pupil moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.

- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.

Role of the Governing Body

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

Duties are further outlined in Keeping Children Safe in Education (2021, Part 2).

- The appointed Safeguarding Governor will liaise with the Head Teacher/DSL to produce an annual report for governors and complete the S. 175 (annual safeguarding) audit for the Somerset Education Safeguarding Service;
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay;
- Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that pupils are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and Sex Education (RSE) and Health Education and Early Years Foundation Stage (EYFS) Statutory Framework
- To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (2021, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to pupils, this includes having a process to manage low level concerns.
- Ensure that systems are in place for pupils to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to Peer-on-peer abuse (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.

Safeguarding Training for Staff

Safeguarding Training for All Staff

- Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection (including online safety) training at induction.
- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least on annually (via formal training, email e-bulletins and staff meetings).

- All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.

Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

Training for Designated Safeguarding Leads and Deputies

In addition to the all-staff training outlined above, the Designated Safeguarding Lead and deputies will undergo formal training provided by the Somerset Safeguarding Children's Partnership (SSCP) to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated every two years.

Deputies will be trained to the same level as the DSL.

The DSL and any deputies will liaise with the SSCP and Somerset Education Safeguarding Service to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

Other Training Considerations

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- Members of the senior leadership team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding topics in Annex B (including online safety) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

Safeguarding on the Curriculum

Brookside Academy is committed to ensuring that pupils are taught about safeguarding, including online safety. We recognise that personalised or contextualised approach for more vulnerable pupils, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

- Working within statutory guidance in respect to Relationships and Sex Education (RSE) and Health Education; and Early Years Foundation Stage (EYFS) Statutory Framework

- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what pupils can be taught about online teaching and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Children can inform the curriculum via discussions with the student body.

Safer Recruitment and Safer Working Practice

Safer Recruitment

Brookside Academy pays full regard to the required safer recruitment practices detailed in Keeping Children Safe in Education (2021; Part 3), which include:

- Scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- Undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.
- All recruitment materials to include reference to Brookside Academy's commitment to safeguarding and promoting the well-being of pupils.

Use of Reasonable Force

Reasonable force refers to the physical contact to restrain and control children using no more force than is needed. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance outlined below:

- Use of Reasonable Force in Schools (2013)
- Reducing the need for restraint and restrictive intervention (2019)

There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

The process around how the setting manages concerns where a professional may pose a risk to pupils and our response to low level concerns can be accessed in Allegations of Abuse Against Professionals section of this policy.

Whistleblowing Procedures

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- General guidance and advice on whistleblowing: https://www.gov.uk/whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can also call 0800 028 0285 or email help@nspcc.org.uk. Phone lines are open 8am to 8pm Monday to Friday.
- The above channels are accessible to all staff (in the staff handbook, code of conduct and staff notice boards).

Key Safeguarding Areas

Below are some themes that can impact on children and families:

- Children in the court system
- Children affected by parental offending/imprisonment
- Children missing from education (including persistent absence)
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- Domestic Abuse
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health
- Peer-on-peer abuse:
    - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
    - Abuse in intimate personal relationships between peers.
    - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
    - Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
    - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
    - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
    - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).

    - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
    - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Preventing Radicalisation (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young Carers

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (2021, Annex B) and on the NSPCC website - Types of Abuse.

Local safeguarding resources are also available via the Somerset Safeguarding Children Partnership website.

Part 2 – Procedures

Reporting Concerns

All staff are clear about recording and reporting concerns to the DSL/DSL deputies in a timely way. In the case a pupil is in immediate danger, staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in Appendix B. This includes responses to peer-on-peer abuse and pupils who present with a mental health need.

At Brookside Academy children can raise their concerns via the school rules of Be Safe, Be Kind and Be Responsible. They can raise concerns with their class teachers, as well as other trusted adults and they will be treated seriously.

Information Sharing

Brookside Academy is committed to have due regard to relevant data protection principles which allow for sharing and withholding personal information as provided for in the Data Protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2018.

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- by doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when Brookside Academy will not provide child's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt Brookside Academy will seek legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Identifying and Monitoring the Needs of Vulnerable Pupils

The DSL and Deputy DSL will regularly review and monitor those students who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable pupils is shared with teachers and school and college leadership staff to promote educational outcomes.
- Pupils who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

Multi-Agency Working

Brookside Academy will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance Working Together to Safeguard Children 2018.

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under Section 17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- Or if the child needs protection under Section 47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the Local Authority in which that child resides.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to Somerset's Virtual School.

Brookside Academy will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Additional Considerations

Where a pupil and/or their family is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.

In situations where a child in care may be put on to part time timetable, the school will consult with relevant agencies and the virtual school.

If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Police who will consider a proportionate response.

If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the NSPCC's guidance When to Call the Police may be helpful or contact can be made with the local policing team by calling 101.

In the rare event that a child death occurs, or a child is seriously harmed, Brookside Academy will notify the Somerset Safeguarding Children's Partnership as soon as possible to ensure the appropriate action is taken.

Fixed-Term and Permanent Exclusions and Commissions Alternative Providers

This section should be read in conjunction with the Behaviour Policy.

When the fixed-term or permanent exclusion of a pupil is being considered and where additional vulnerabilities are identified it is important that the pupil's welfare is a paramount consideration.

The Head Teacher will consider their legal duty of care when sending a pupil home as the result of an exclusion.

Brookside Academy will exercise its legal duties in relation its use of such interventions. These include:

- Consideration of whether a statutory assessment should be considered in line with the Children Act 1989
- Decisions being made in an anti-discriminatory manner in line with the Equality Act 2010 and the SEND Code of Practice
- Consideration of the pupil's rights under the Human Rights Act 1998
- Interventions being consistent with statutory guidance School suspensions and permanent exclusions

Actions to Take

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm, in line with Identifying and Monitoring the Needs of Vulnerable Pupils
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the governing body

Commissioning Alternative Provision

In the event where Brookside Academy commissions an Alternative Provision we will ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for pupils who are not taught on site.

Brookside Academy will continue to be responsible for the safeguarding of that pupil and will make necessary checks on the provider to meet the needs of the pupil. Written confirmation from the Alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

Children Missing from Education

This section should read in conjunction with the Attendance Policy.

A pupil missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for Early Help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be discussed with the DSL.

Brookside Academy will follow the guidance detailed in Children Missing Education (2016) and Somerset Education Safeguarding Policy for Children Missing Education.

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly
- of any pupil who has been absent without the school's permission for a continuous period of 10 school days or more

Elective Home Education

Brookside Academy will notify the Local Authority of whenever a parent or carer chooses to withdraw their child from school to be educated at home. Any concerns about the suitability of home education will be shared with the Education Safeguarding Service. If there are significant safeguarding concerns, appropriate action will be taken to ensure the right support is put in place to keep the child safe.

Responding to Incidents of Peer-on-Peer Abuse

All staff should recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

Concerns regarding the welfare of pupils and any subsequent support process will be recorded and kept securely on their safeguarding file.

Examples of peer-on-peer abuse can be found in the Key Safeguarding Areas section of this policy. Peer-on-peer abuse can happen in any environment and is not restricted to school settings.

At Brookside Academy:

- We have a zero-tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.
- Peer-on-peer abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to peer-on-peer abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place for pupils to report any abuse knowing their concerns will be treated seriously and respectfully.

Brookside Academy will handle initial reports of abuse by:

- Securing the immediate safety of pupils involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

A diagram outlining our process for responding to peer-on-peer abuse is available in Appendix B of this policy.

Responding to Incidents of Sexual Violence and Harassment

Reference to Keeping Children Safe In Education (2021, Part 5) and guidance Sexual violence and sexual harassment between children in schools and colleges 2021 should be made in relation to taking protective action.

Brookside Academy will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.
- The Brook Tool should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from the education psychology team.

- Proportionate action will be taken and consideration given to whether a case can be managed internally or whether support from other support agencies is required.
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault):
    - Cases will be reported to the police regardless of the age of criminal responsibility (10 years old)
    - A concurrent referral to Children Social Care must also be made
    - Children Social Care will determine whether an assessment is required under sections 17 or 47 of the Children Act 1989
    - Where the report includes an online element, the setting will follow the following government guidance Searching, Screening and Confiscation at School and Sharing Nudes and Semi-Nudes
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed regularly or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

Contextual Safeguarding Approach to Peer-on-Peer Abuse

Brookside Academy will minimise the risk of peer-on-peer abuse taking place by adopting a contextual approach to safeguarding. This enables us and other support services to better identify high-risk groups, areas and environments within our community that increase the risk of abuse occurring and take appropriate action.

The DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any areas for development. This might include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

Responding to Allegations and Whistleblowing

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Further information on this topic is available in the Responding to Allegations and Whistleblowing policy Policies | Brookside Academy

Mental Health and Well-being

Brookside Academy is committed to undertake the following:

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the well-being and mental health of pupils. This colleague will have sufficient training in mental health and safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that pupils can report and share concerns
- Staff will follow a safeguarding process in terms of reporting concerns outlined in Appendix B so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a pupil who is displaying acute mental health distress. This may require support from emergency services via 999 if the leaner is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required
- The setting will communicate and work with the pupil and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services.

Contextual Safeguarding Approach to Mental Health

Brookside Academy will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for pupils to identify when they may need help, and to develop resilience.
The setting will take a whole-school approach to:

- deliver high quality teaching around mental health and well-being on the curriculum.
- having a culture that promotes mental health and well-being;
- having an environment that promotes mental health and well-being;
- making sure pupils and staff are aware of and able to access a range of mental health services;
- supporting staff well-being
- And being committed to pupil and parent participation

Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations.

It is essential that the DSL takes a lead on ensuring that interventions are effective. This means co-ordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager.

Brookside Academy is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for pupils.
- Acknowledging that peer-on-peer abuse can happen via mobile and smart technology between individuals and groups.
- Provision of education via remote learning will comply with governmental advice Safeguarding and remote education during coronavirus
- The effectiveness of the setting's ability to safeguarding pupils in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.

Appendices

Appendix A – Multi-agency contacts for safeguarding in education

- Table of contacts for safeguarding support
- Safeguarding contacts poster

Appendix B – Reporting concerns

- Reporting concerns flow chart (Somerset)
- Responding to peer-on-peer abuse and mental health problems flowchart

Appendix C – Dealing with a disclosure of abuse

Appendix D – Types of neglect and abuse

Appendix E – Special actions to take on topical safeguarding issues

Appendix A – Multi-Agency Contacts for Safeguarding in Education

If you have concerns about a child or young person in Somerset

If a child is at immediate risk call the POLICE	**Call the POLICE on 999**	
To make an URGENT referral (i.e., a child is likely to suffer or is suffering significant harm)	**Phone Somerset Direct on 0300 122 2224**	
To make a NON-URGENT referral, complete an Early Help Assessment and send to	Email SDInputters@somerset.gov.uk	
To raise concerns or ask for advice about radicalisation	Phone PREVENT DUTY on 01278 647466 or Email PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	Phone the Lighthouse Safeguarding on 01278 649228	
DSL Consultation Line 0300 123 3078	**Early Help Hub** 01823 3555803	**Critical Incident Support** EPS SSE 01823 357000

If you have concerns about a professional working with a child

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	**Local Authority Designated Officer (LADO)** **Anthony Goble 0300 122 2224**

For information and guidance relating to safeguarding practice, policy and procedures

Education Safeguarding Service	**Email ESS@somerset.gov.uk**
Child sexual exploitation & child criminal exploitation	**Operation Topaz (Avon and Somerset Police)** www.avonandsomerset.police.uk/forms/vul
Child Missing from Education	**Online notification form – Somerset County Council**
Children affected by Forced Marriage	**Forced Marriage Unit** Phone 020 7008 0151 Email fmu@fco.gov.uk
Online Safety Advice	**Professional Online Safeguarding Helpline** Phone 0344 381 4772

	Email helpline@saferinternet.org.uk
Reporting online sexual abuse and grooming	**Child Exploitation and Online Protection Command** https://www.ceop.police.uk/ceop-reporting/
FGM advice	**NSPCC FGM Helpline** Phone 0800 028 3550 Email fgmhelp@nspcc.org.uk
Domestic Abuse Helpline	**Phone 0800 6949999**
Young Carers – advice and support	**Phone 0300 123 2224** **Email YoungCarersmailbox@somerset.gov.uk**
Whistleblowing professional policy	**NSPCC Whistleblowing hotline** Phone 0800 028 0285 Email help@nspcc.org.uk
Primary Mental Health Advice (CAMHS)	**Email CYP@somerset.org**

Appendix B – Reporting Concerns (1)

You have concerns about a child

Child Protection concern – **take action now.**

Go to speak with Safeguarding Lead immediately. If not available, find the deputy or you act.

Agree who will make the referral to First Response (and call the police on 101 if necessary).

Referral is made to First Response/Police, stating that it is a Child Protection concern at level 4

Action is taken by the appropriate agencies

You will need to record on your own system in writing ASAP (within 24 hours). This applies whether or not you make the actual referral.

Your agency continues to participate in Child Protection Strategy or S.47 Enquiries.

Child is in immediate danger – phone 999

All other welfare and safeguarding concerns

Complete internal concern form and pass to Safeguarding Lead

Lead will assess (with discussion with staff and consultation of any safeguarding file held) to agree actions required.

Concern meets threshold for referral to Somerset Direct

Complete EHA referral to Somerset Direct (copy of referral kept for file).

Somerset Direct assesses referral and threshold

Early Help and referrer informed. Your agency participates in assessment, plan and intervention.

Child in Need s17 enquiries. Allocated to Social Care, referrer informed. Your agency participates in assessment, plan, and intervention.

Decide No Further Action (NFA) and inform your agency.

Single or multi agency led interventions/refer direct to other agencies (e.g. Brook, counselling, etc) – this equates to early help for the child

No further action – will monitor.

No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessments and plans. Chase referrals if not kept informed – this is our responsibility.

Appendix B – Reporting Concerns (2)

Safeguarding Response to Mental Health and Peer-on-peer Abuse

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 **(KCSIE, 2021)**

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their settings's policy and procedures with regard to peer-on-peer abuse **(KCSIE, 2021)**

There is a concern about a learner's mental health

You are made aware of an incident or pattern of peer-on-peer abuse

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. (KCSIE, 2020)

Secure the safety of the learner(s) involved and source support for any other young people affected

Record the concern/incident in line with your setting's safeguarding and child protection policy, DSL and deputies are notified

The concern is reviewed by the DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any safeguarding and child protection concerns.

Possible examples of peer-on-peer abuse

- **Bullying (and cyberbullying)**
- **Physical abuse**
- **Sexual violence and sexual harassment**
- **Upskirting**
- **Sexting (youth produced sexual imagery)**
- **Initiation/hazing type violence and**

Additional guidance used to respond to the concern:

- ***Mental health and behaviour in schools*** **(link)**
- ***Promoting children and young people's mental health and wellbeing*** **(link)**

Concern and need reviewed alongside learner and family

Concern can be managed internally through setting-based early help, support and signposting.

Concern requires additional support from a targeted agency or Primary Mental Health Specialist.

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. School may also refer directly to CAMHs.

Outcomes

Additional guidance used to respond to the concern

- ***Advice for Schools and Colleges on Responding to Sexting Incidents*** **(link)**
- ***Sexual Behaviours Traffic Light Tool*** **(link)**
- ***Preventing and Tackling Bullying*** **(link)**
- ***NSPCC: When to call the police*** **(link)**

Outcomes

Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions.

Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all learners involved in the incident(s).

Clear child protection concerns/criminal issue. Make a referral to social care and/or the police for consideration of a statutory assessment.

All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection file. Plans/risk assessments should be reviewed every 2 months or on any occasion another concern is raised.

Appendix C – Dealing with a Disclosure of Abuse

When a child tells me about abuse they have suffered, what must I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child Tell them you are pleased that they are speaking to you
- Never promise confidentiality Assure them that you will try to help but let the child know that you may have to tell other people in order to do this State who this will be and why
- Encourage the child to talk but do not ask "leading questions" or press for information Use 'Tell Me, Explain to me, Describe to me' (TED) questioning
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you Communicate that they have a right to be safe and protected
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what they have told you It is essential to record all you have heard
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language Include any questions you may have asked Do not add any opinions or interpretations

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

The Five Rs are helpful in understanding what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer – Record

Appendix D – Types of Abuse and Neglect

The Department for Education's Tackle Child Abuse campaign has accessible videos to watch https://tacklechildabuse.campaign.gov.uk/

Abuse and neglect are defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All school and college 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. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE, 2021).

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – 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.

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); or 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 the child is aware of what is happening or not. 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 abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix E – Specific Actions to Take on Topical Safeguarding Issues

General or national guidance will not be included here. A summary of specific duties are in Keeping Children Safe in Education (2021, Annex B).

Links to local guidance can be found in Appendix A of this document.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, Brookside Academy may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm. In all other circumstances information will be shared in line with the Information Sharing section of this policy.

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

Child Exploitation

Child exploitation encompasses both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Brookside Academy will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions.

If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, Brookside Academy will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.

If the learner is at risk of CCE information should be shared with Somerset's Violence Reduction Unit - The VRU can advise and support settings to manage risk. Targeted support maybe available to disrupt learners from getting involved with criminality.

Agencies will share 'Missing persons' notifications (which a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Domestic Abuse

Operation Encompass is a national operation where local police forces notify when the police are called to an incident to domestic abuse. Avon and Somerset have their own version of this and will notify education settings through the Education Safeguarding Service whenever they have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Female Genital Mutilation

Government guidance on the mandatory duty to report FGM.

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

are informed by a girl under 18 that an act of FGM has been carried out on her; or
observe physical signs which appear to show that an act of FGM has been carried out on

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.

Online Safety

Annex D of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.

For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the Professional Online Safeguarding Helpline, T: 0344 381 4772, E: helpline@saferinternet.org.uk

Where there have been established cases of online abuse or grooming, the school settings should alert - Child Exploitation and Online Protection command (CEOPS)
https://www.ceop.police.uk/ceop-reporting/

Serious Youth Violence

To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of 'Offensive Weapons in Education Settings'.
It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

- The same day a weapon is found the school should call for a multi-disciplinary assessment of risk.
- Whilst it is acknowledged that the decision to exclude remains with the Headteacher/principal it is recommended that consultation with other agencies to ensure there is no further risks
- Alternatives to exclusions should be considered first in recognition that by doing so a learner it may be at further risk of harm out in the community.
- Police must be notified

Preventing Radicalisation - The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard109 to the need to prevent people from being drawn into terrorism".110 This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training, and
- IT policies.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances.