

This policy should be read and understood in with reference to the following documents:

LA/GOVERNMENT DOCUMENTS AND GUIDANCE:	
Title	Appendix
Education Act 2002 (Section 175)	
Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (March 2009)	Appendix 1
Keeping Children Safe in Education (July 2015)	Appendix 2a
Keeping Children Safe in Education – Information for all school and college staff (July 2015)	Appendix 2b
Disqualification under the Childcare Act 2006 (February 2015)	Appendix 2c
Local Authority Escalation Policy (June 2013) & Flow Chart (2013)	Appendix 3
Information Sharing: a guidance for practitioners and managers (March 2015)	Appendix 4
Safer Recruitment Procedures including WSCB Safer Recruitment Principles (January 2014)	Appendix 5
Wiltshire LA Guidelines for schools on record keeping and management of child welfare and child protection information on individual pupils (March 2014)	Appendix 6
Working Together to Safeguard Children (March 2015)	Appendix 7
WSCB 'Consent and Information Sharing Protocol'(September 2013)	Appendix 8
WSCB Thresholds for Safeguarding Children (Nov 2014)	Appendix 9
WSCB Strategy Discussions and S47 Protocol (June 2013)	Appendix 10
DfE What to do if you are worried a child is being abused (2015)	Appendix 11a
'What to do ...' Flow Chart (May 2015)	Appendix 11b
Wilts LA Flowchart 'Allegations against Adults'	Appendix 12
DfE: Female Genital Mutilation – Guidelines to protect women and children (July 2014)	Appendix 13
Role of the Nominated Governor	Appendix 14
Definitions of Abuse	Appendix 15
Child welfare and CP Record Sheet	Appendix 16a
Overview sheet	Appendix 16b
SCHOOL POLICIES	
Title	Appendix
Behaviour Policy	
Health & Safety Policy	
HR Model Recruitment Policy	
On-line Safety Policy	
Physical Intervention to Control and Restrain Others Policy	
Secure Data Handling Policy	
Sex & Relationships Education Policy	
Single Equality Policy	
Whistle Blowing Policy	
SCHOOL PROCEDURES & DOCUMENTS	
Title	Appendix
Code of Conduct for school staff	Appendix A
Code of Conduct for volunteers, visitors and other adults in school	Appendix B
Educational Visits (See H&S Policy)	
Intimate Care Procedures and Risk Assessments (See H&S Policy)	
Lone Working & Off-Site Visits (See H&S Policy)	
Security and On-Site Safety (See H&S Policy)	
Staff Handbook	Appendix C
School Handbook	Appendix D

INDEX

- 1. Principles**
- 2. Purpose of the policy**
- 3. Child Protection procedures and guidelines**
- 4. Safeguarding information for pupils**
- 5. Safer Recruitment**
- 6. Staff training and induction**
- 7. Safer working practice**
- 8. Staff behaviour**
- 9. Managing allegations against staff and volunteers**
- 10. What constitutes child abuse and neglect?**
- 11. Early Help**
- 12. Responding to disclosures: guidance for staff**
- 13. Reporting concerns**
- 14. Monitoring of children subjected to a CP plan**
- 15. Children with Special Educational Needs and Disabilities**
- 16. Follow-up support of vulnerable children**
- 17. Allegations of abuse made against other children**
- 18. Welcoming other professionals**
- 19. Off sites visits**
- 20. Photography and images**
- 21. Missing children**
- 22. Missing from education**

1. Principles

- The Governors and staff of Christ Church CE VC Primary School fully recognise their responsibilities for child protection.
- The Governors and staff believe that all children have a right to be protected from harm. Children cannot learn effectively if they do not feel secure.
- All staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help and protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

2. Purpose of the policy

This policy applies to all staff, governors and volunteers working in the school and to all volunteers, visitors those on work experience, student placements and contractors and its purpose is to:

- To raise the awareness of all school staff of the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying and e-safety

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

What is Child Protection?

- Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

What is significant harm?

- The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Responsibilities

- The responsibility for child safeguarding falls on everybody who is employed at the school. All adults who work at this school are expected to support the school's Child Protection Policy, with overall responsibility falling upon

the Head Teacher. All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse/neglect of a pupil or if a pupil discloses abuse or allegations of abuse.

- We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board (WSCB) and have regard to statutory guidance issued by the Department for Education 'Keeping Children Safe in Education', 2015.
- Governing bodies should ensure a member of the governing body, usually the chair, is nominated to liaise with the local authority and/or partner agencies on issues of child protection.
- The nominated governor at this Christ Church Primary School is Rev Ann Keating and her role is outlined in Appendix 14
- Governing bodies should appoint a senior member of staff to the role of DSL and deputy DSL for child protection and safeguarding.
- In addition, the governing body will also ensure that there is a named member of staff with specific responsibility for 'Looked After Children'. This can be the same person.
- The **DSL** is a senior member of staff designated to take lead responsibility for:
 - managing all child protection issues (Head Teacher/Principal leads on allegations against staff)
 - ensuring that Child Protection Plans, written records and reports are kept securely
 - the 'Child Protection Policy' and procedures, leading in their evaluation, review and revision and ensuring that they are available to staff, volunteers, governors, parents and carers
 - the induction of staff and volunteers, staff training and ensuring staff and volunteers are aware of safeguarding policy and related procedures
 - providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
 - understanding (and participating in) early help assessments and process for early help
 - liaising with the local authority (LA) and Wiltshire Safeguarding Children Board (WSCB)
 - working in partnership with other agencies; referrals and support and information sharing
 - ensuring a culture of listening to children and taking account of their wishes and feelings.
- The Designated Safeguarding Lead (DSL) is Neil Baker (Head Teacher) and the Deputy Designated Safeguarding Leads are Claire Hann-Perkins (Deputy Head Teacher) and Shella Robinson (Child and Family Support Worker).

3. Safeguarding Information for pupils

- We recognise that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:
 - establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
 - ensure children know that they can approach and talk to any adult in the school if they are worried, and that they are aware of those adults with overall responsibility (i.e.the DSL and their deputies).
 - include opportunities throughout the curriculum, including ICT and PSHE, for children to develop the skills they need to recognise, and stay safe from abuse, (including online abuse) and
 - take advantage of experts outside school to reinforce those messages (e.g. NSPCC and Police regarding 'Stranger Danger')

4. Safer Recruitment

- The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
- The school follows the guidelines as outlined in the following documents:
 - Part 3 of 'Keeping Children Safe in Education' (July 2015) – Appendix 2a
 - Disqualification under the Childcare Act 2006 (February 2015) – Appendix 2c
 - Safer Recruitment Procedures together with WSCB Safer Recruitment Principles (January 2014) – Appendix 5
 - HR Model Recruitment Policy

- The school carries out all required checks in line with current legislation (DBS, qualifications, legal status, identity, etc) and accurately records all such checks on a single central register.
- Governors are vetted in line with current legislation and LA guidance, including guidance on 'Disqualification by Association'
- Volunteers who work at the school are also checked in line with current legislation and LA guidance.

5. Staff training and induction

- The DSL and Deputy DSLs will attend safeguard training at least once every two years. In addition, the DSL will attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and WSCB policy and guidance.
- All school staff will receive safeguarding training at least every three years with annual up-dates and notifications of any necessary changes, reminders being made available as required.
- All new staff, volunteers and governors will receive safeguarding induction to ensure understanding of the Child Protection Policy and the school's procedures.
- All staff will be given a copy of '*Keeping Children Safe in Education – information for school and college staff*' (2015) and asked to sign the school's record to acknowledge receipt.
- The Child Protection Policy and appropriate 'Code of Conduct' will be provided to all staff, including temporary staff and volunteers on induction. They will be asked to sign the school's records to acknowledge receipt and understanding of these documents.

6. Safer working practice

- All adults who come into contact with children and young people in their work have a duty of care¹ to safeguard and promote their welfare.
- The public is entitled to expect the highest standards of behaviour from school employees.
- Employees represent the school and are trusted to act in a way which promotes the school's interests and protects its reputation.
- Employees are accountable for their actions and should ask the head teacher for advice if they are not sure of the appropriate action to take.
- Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:
 - are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
 - work in an open and transparent way
 - work with other colleagues where possible in situations open to question
 - discuss and/or take advice from school management over any incident which may give rise to concern
 - record any incident of decisions made
- All staff and volunteers should be familiar with and comply with the school's 'On-Line Safety Policy'.
- In addition, all staff and volunteers will have received the school's appropriate 'Code of Conduct' which outlines the school's expectations and their legal responsibilities regarding the use of the internet, email and social networking. These two documents ('Staff Code of Conduct' and 'Code of Conduct for volunteers') are based on the latest advice from the LA (HR Model Code of Conduct, Wiltshire LA Code of Conduct & WSCB Social Networking Procedures).

7. Staff behaviour

- Our 'Staff Code of Conduct' clearly outlines the school's expectations for all staff who work at our school. All staff receive a copy of our 'Code of Conduct' when they join the school as part of their induction process.
- As part of the same induction process, all staff will be made aware of the school's Child Protection Policy and, where necessary, receive updated training. This will include an understanding of indicators of abuse.

¹ The duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally, to owe them a duty of care (Guidance for Safer Working Practice for Adults who work with Children and Young People' Appendix 1

8. Managing allegations of abuse against staff and volunteers

- Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Head Teacher/Principal who will refer to the appropriate designated officer(s) from the local authority:
- The Wiltshire Designated Officer can be contacted on 01225 718079 or 01225 713945
- Any concern or allegation against the Head Teacher/Principal will be reported to the Chair of Governors without informing the Head Teacher/Principal.
- Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.
- The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- Malicious allegations against staff will be investigated and dealt with by the Head Teacher and, if appropriate, a committee of governors.
- If staff members have concerns about another staff member or volunteer then this should be referred to the Head Teacher or Principal.
- Where there are concerns about the Head Teacher or Principal this should be referred to the Chair of Governors.
- Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's Whistle Blowing Policy² enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

9. What constitutes child abuse or neglect?

- All adults who work or volunteer with children should be able to identify concerns about child abuse. The four types of abuse, described in *Keeping Children Safe in Education 2015* are:
 - **Physical abuse**
 - **Emotional abuse**
 - **Sexual abuse**
 - **Neglect**
- **Specific safeguarding issues:** We recognise that there are specific safeguarding issues which we must be aware of and alert to:
 - Child Sexual Exploitation, Female Genital Mutilation, bullying (including cyber-bullying), domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, mental health, radicalisation, sexting, teenage relationship abuse, trafficking.
- The school will endeavour to identify and act upon any forms of abuse according to our procedures.
- For more information, including definitions, indicators and other safeguarding issues, please refer to Appendix 15 (Indicators of Abuse).

10. Early Help

- Providing early help is more effective in promoting the welfare of children than reacting later.
- Early help means providing support as soon as a problem emerges, which can be at any point in a child's life, from the foundation years through to the teenage years.
- Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.
- Effective early help relies upon local agencies working together to:
 - identify children and families who would benefit from early help;
 - undertake an assessment of the need for early help; and
 - provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the

² The school's Whistle Blowing Policy is available on the school's 'I' Drive

Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

- The 'Revised Multi-Agency Thresholds for Safeguarding Children' (December 2014) (Appendix 9) aims to inform schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need.
- Whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations to escalate into larger problems.
- The LA Early Help team can be contacted on: Early Help Single Point of Entry: 01225 718230
- When the school identify a child whom they believe might be in need of such support, the school will:
 - Undertake an assessment of the need for early help
 - Provide early help services e.g. school nurse, pastoral worker, SENCO, family outreach worker, targeted youth, breakfast club
 - Refer to appropriate services e.g. CAMHS etc.

11. Responding to disclosures: guidance for staff

- As a school we recognise that children will talk to an adult they know and trust and therefore our expectation is that this person will listen to the child about their concerns and then report this to the DSL or their deputy as soon as possible afterwards. The child should not then be asked to repeat their story unless the school has been advised by Children's Social Care to seek more information. When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible after the event and reporting it urgently to the DSL or their deputy.
- If a child wishes to confide in you the following guidelines should be adhered to:
 - **Create a safe environment**
 - Take the child to a private and safe place if possible
 - Stay calm
 - Reassure the child and stress that he/she is not to blame
 - Tell the child that you know how difficult it must have been to confide in you
 - Listen to the child and tell them that you believe them and are taking what is being said seriously
 - Tell the child what you are going to do next after the disclosure
 - **Be honest**
 - Do not make promises that you cannot keep
 - Explain that you are likely to have to tell other people in order to stop what is happening
 - **Record on the appropriate form exactly what the child has said to you as soon as possible (using Appendices 17a and 17b):**
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - **Be clear about what the child says and what you say**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers
 - **Maintain confidentiality**
 - Only tell those people that it is necessary to inform
 - **Do not take sole responsibility**
 - Immediately consult your DSL so that any appropriate action can be taken to protect the pupil if necessary
 - The DSL will consider the information and decide on the next steps.
- Following any disclosure from a child, staff will be involved on a 'need to know' basis so that the child can be supported throughout the process that follows. This may include time out and/or additional support from specific adults who they trust or feel comfortable with. However, there is no set process as the needs of each child are likely to be different, so the school will respond accordingly.

- The child should be kept informed regarding the process and the DSL (or their deputy) should ensure that they are supported.
- As a school we are also aware that the member of staff or volunteer to whom the disclosure has been made may also be in need of support and the school's senior management team will ensure that such support is given.

12. Reporting concerns

- All staff should be familiar with Appendix 11b '*What to do if you are worried a child is being abused*'. This WSCB flowchart sets out the procedures that staff should follow.
- Where any adult in the school has concerns about a child they should discuss these in the first instance with the DSL, or in their absence, the deputy. Discussions should be recorded on the school child welfare and CP record form, with details of the concern and any agreed action that is to be taken. The record must be signed and dated and kept securely. The DSL is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.
- The DSL will consider next steps to be taken, including referral to Children's Social Care.
- In exceptional circumstances, staff members can directly to the Children's Social Care, who can be contacted through the 'Multi-Agency Safeguarding Hub (MASH) on 0300 456 0108 or if out of hours on 0300 456 0100.
- If you believe a child to be at **immediate risk of significant harm or injury**, then you must call the police on 999.

Sharing concerns with parents/carers

- Our school follows the guidance as laid out in Appendix 4 '*Information Sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers*' (March 2015).
- We recognise that we work in partnership with other professionals and therefore we have a professional responsibility to share any relevant information about the protection of children with other professionals, particularly the investigating agencies.
- Information concerning students at risk of harm will be shared with other members of staff on a 'need to know' basis. The DSL will make a judgement on each individual case about who needs to know and who has a right to access particular information.
- We are committed to working with parents/carers positively, openly and honestly. We ensure that all parent/carers are treated with respect, dignity and courtesy. We respect the rights' of parents/carers to confidentiality and privacy and will not share sensitive information until we have their permission or it is necessary to do so to protect a child. The school will share with parents/carers any concerns that we may have about their child unless to do so would:
 - place a child at increased risk of significant harm
 - place an adult at increased risk of serious harm
 - prejudice the prevention, detection or prosecution of a serious crime
 - lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult
- As a school we ensure that parents/carers are aware of our responsibility with regard to child protection and advise parents/carers of this through our School Prospectus, as part of our Foundation Stage Induction and also through the school website.
- We encourage parents/carers to disclose any concerns they may have with us and make them aware of our Child Protection Policy, which is on the school website.
- We understand that we also have a role to play in the area of domestic violence as this not only has an impact on the victim but also on the whole family, including the children and can therefore constitute a safeguarding issue for the child as well as any concerns we might have for the victim of such abuse. The school will deal with any concerns regarding adults by signposting them to the appropriate agencies and any child protection concerns regarding children in line with the procedures set out in this policy.

Recording Concerns

The DSL is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately and will ensure that:

- clear written records of all child welfare and child protection concerns are kept using a standard recording form (with a body map where injuries are to be noted), including actions taken and outcomes as appropriate (see Appendix 16a & 16b)

- all child welfare and child protection records are signed (by all those involved in their compilation) and dated, kept securely and in locked locations in a file under the child's name, away from other pupil records
- all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separately from the main pupil file, with a copy being kept in this school. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental/carer consent (unless this would place the child at risk).

13. Monitoring of children subject to a 'Child Protection Plan'

- Pupils who are the subject of a 'Child Protection Conference' will have either an agreed 'Multi-Disciplinary Action Plan' or 'Child Protection Plan'. The DSL will attend planning meetings and core group specified in the plan and contribute to assessments and plans.
- The school recognises that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

14. Children with Special Educational Needs and/or Disabilities

- The school and governors recognise that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.
- The school and governors will provide an environment in which pupils with special educational needs and/or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs & Disabilities Co-ordinator to identify pupils with particular communication needs.
- Wiltshire Council provides targeted support services for children and young people with Special Educational Needs and/or a Disability who need additional support with:
 - Communication
 - Learning and processing information
 - Experiencing the world around them, including sensory difficulties
 - Physical or medical conditions that affect their life and learning
 - Coping with social and emotional challenges
- The SEND service can be contacted on 01225 757 985.

15. Follow-up support of vulnerable children

- We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupils through:
 - pastoral support
 - the content of the curriculum
 - the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
 - the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
 - liaison with other agencies supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, education welfare service and educational psychology service, and where appropriate initiate and/or contribute to a CAF and 'Team Around the Child' (TAC) meetings.
- In order to create a culture of safety in the school, we will ensure that safeguarding is a standing item on all meetings agendas.

16. Allegations of abuse made against other children

- We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.
- Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.
- If there is a safeguarding concern the DSL should be informed, and will decide on the appropriate action(s) the school will follow.
- A record will be made in line with the section 12 of this policy.

17. Welcoming other professionals

- Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity.
- Professionals will complete signing in/out forms and wear a school I.D. badge if required to do so.

18. Off-site visits

- Appropriate risk assessments must be in place prior to any off-site visit taking place.
- Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adult.
- Safeguarding concerns or allegations will be responded to following the WSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the DSL and Head Teacher, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

19. Photography and Images

- To protect children we will:
 - seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
 - only use school equipment
 - only take photos and videos of children to celebrate achievement
 - use only the child's first name with an image
 - ensure that children are appropriately dressed
 - encourage children to tell us if they are worried about any photographs that are taken of them
 - ensure that parents/carers are aware of the need to respect the privacy of other parents/carers by requesting that they use any photographs taken at school events (that are likely to include other children) responsibly. This is particularly relevant to publication of photographs on social media sites.

20. Poor attendance and missing children

- Poor school attendance, including any regular patterns of non-attendance can be a possible indicator or neglect or abuse. The school will monitor attendance and challenge poor attendance or specific patterns of absence to satisfy themselves that there are no cause for concern with regard to child protection.
- A child going missing is a potential indicator of abuse and neglect. After reasonable attempts have been made to contact the family, we will follow the WSCB procedure and refer to the MASH team.
- If a looked after child or a child subjected to a CP plan goes missing, we will refer them to the MASH team within 48 hours.

21. Missing from education

- 'Children missing education' procedures will be followed where a child or young person has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is

unknown and/or has not taken up an allocated school place as expected. Any such concern will be reported to the Local Authority through the Education Welfare Service.

- The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

Policy review:

The Governing Body will undertake an annual review of the school's Child Protection Policy and procedures and remedy any deficiencies and weakness found without delay.

Appendices and Links to as available:

APPENDIX	TITLE plus LINK where available
APP 1	Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (March 2009)
APP 2a	Keeping Children safe in Education (July 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf
APP 2b	Keeping Children safe in Education – information for all school and college staff (July 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf
APP 2c	Disqualification under the Childcare Act 2006 (February 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf
APP 3	WSCB Escalation Policy & Flowchart (Oct 2014) http://www.wiltshirescb.org/images/stories/pdfs/WSCB-Escalation-Policy-October20143.pdf
APP 4a	Information Sharing: advice for practitioners (February 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf
APP 4b	Information Sharing: advice for practitioners: ‘Seven Golden Rules’
APP 5	Safer Recruitment Procedures including WSCB Safer Recruitment Principles (January 2014) http://www.wiltshirescb.org/images/stories/pdfs/Safer_recruitment_principles_Final.pdf
APP 6	Wiltshire LA Guidelines for schools on record keeping and management of child welfare and child protection information on individual pupils (March 2014)
APP 7	Working Together to Safeguard Children (March 2015) http://www.wiltshirescb.org/images/stories/pdfs/Working_Together_to_Safeguard_Children_March_2015.pdf
APP 8	WSCB Consent & Information Sharing Protocol (September 2013) http://www.wiltshirescb.org/images/stories/pdfs/WSCB_Consent_and_Information_Sharing_Protocol_September_2013v2.pdf
APP 9	WSCB Thresholds for Safeguarding Children (Dec 2014) http://www.wiltshirescb.org/images/stories/pdfs/Thresh%20forSafeg_FINALApproved_20Nov14.pdf
APP 10	WSCB Strategy Discussion and S47Protocol
APP 11a	What to do if you’re worried a child is being abused (DfE March 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
APP 11b	WSCB ‘What to do if ..’ flowchart (May 2015) http://www.wiltshirescb.org/images/stories/pdfs/WSCB_What_to_do_if_you_are_worried_FLOWCHART_2015.pdf
APP 12	Wilts LA Flowchart ‘Allegations against Adults’ http://www.wiltshirescb.org/images/stories/pdfs/WSCB_Allegations_against_adults_FLOWCHART_2015.pdf
APP 13	DfE: Female Genital Mutilation – Guidelines to protect women and children (July 2014) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf
APP 14	The Role of the Nominated Governor
APP 15	Definitions and indicators of Abuse
APP 16a	Child welfare and CP Record Sheet
APP 16b	Overview sheet