

CHILD PROTECTION POLICY

KEY SAFEGUARDING PERSONNEL			
ROLE	NAME	TEL	EMAIL
HEADTEACHER	Neil Baker	01225 863444	head@christchurch.wilts.sch.uk
DSL	Neil Baker		head@christchurch.wilts.sch.uk
DDSL	Claire Hann-Perkins	01225 863444	dht@christchurch.wilts.sch.uk
DDSL	Sheila Robinson		sheila.robinson@christchurch.wilts.sch.uk
NOMINATED GOVERNOR	Rev. Ann Keating	01225 722230	Rev.annkeating@christchurch
CHAIR OF GOVERNORS	Isobel Griffiths	01225 863444	Isobel.Griffiths@christchurch.wilts.sch.uk
DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN	Neil Baker		

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): 0300 456 0108
Out of hours: 0845 6070 888

If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.

Wiltshire Designated Officer For Allegations (DOFA):
01225 713945

Early Help Single Point of Entry:
01225 718230

SEND Service
01225 757 985



WILTSHIRE SAFEGUARDING CHILDREN BOARD

What to do if you are worried a child is being abused or neglected

Member of staff has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviors

Where a young person discloses abuse or neglect

- Listen; take their allegation seriously; reassure that you will take action to keep them safe.
- Inform them what you are going to do next.
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

Discuss concerns with Designated /Named Safeguarding lead

The **Safeguarding Lead** will consider further actions required, including consultation with Children's Social Care (number below). Concerns and discussion, decisions and reasons for decision should be recorded in writing by agency/organisation.

In **exceptional** circumstances or in the absence of a safeguarding lead the individual may contact social care directly

Still have concerns: refer to Social Care

No longer has safeguarding concerns

Children's Social Care

During office hours, Monday – Friday

Multi-agency Safeguarding Hub (MASH)
0300 456 0108

If the child is at immediate risk dial 999 and ask for police assistance

Out of hours

Contact
Emergency Duty
Team on
0845 607 0888

Additional/unmet needs

Consult with family and relevant agencies and undertake a Common Assessment (Early Help CAF) and Team around the Child meetings.

Children's Social Care

1. Acknowledge receipt of referral
2. Decide on next course of action (within one working day)
3. Feedback decision to referrer e.g.:
 - Further Assessment including
 - Child protection enquiries/Strategy Discussion
 - No further action required for Children's Social care and **Early Help assessment recommended**
 - Referred to other agency for service provision

This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation) at: www.wiltshirescb.org

In addition to the appendices listed at the end of this policy, the policy should be read and understood in with reference to the following documents:

SCHOOL DOCUMENTS, POLICIES AND PROCEDURES	
Title	
Behaviour for Learning Policy	
Management of Bullying Policy	
Code of Conduct for School Staff	
Code of Conduct for volunteers, visitors and other adults in school	
Educational Visits	
Drugs and Drug Related Incidences	
Health & Safety Policy	
HR Model Recruitment Policy	
On-line Safety Policy	
Intimate Care	
Lone Working	
Physical Intervention to Control and Restrain Others Policy	
School Handbook (Volunteers)	
Secure Data Handling Policy	
Security and On-Site Safety	
Sex & Relationships Education Policy	
Single Equality Policy	
Staff Handbook	
Whistle Blowing Policy	

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1. Principles

- The Governors and staff of Christ Church Primary School fully recognise their responsibilities for child protection.
- The Governors and staff of this school 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 this policy and general definitions

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/carers 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, and
- 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.

3. Responsibilities:

General responsibilities

- The responsibility for child safeguarding falls on everybody who is employed at the school, who works as a volunteer or who visit 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.
- 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*', 2016.
- All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL – Neil Baker) or Deputy DSLs (Claire Hann-Perkins & Shella Robinson) if there is suspicion of abuse/neglect of a pupil or if a pupil discloses abuse or allegations of abuse.

Specific responsibilities:

- Schools should appoint a 'Nominated Governor' (or similar person on the proprietor body for academies) to take leadership for the school's safeguarding lead.
- The nominated governor at this school is **Rev. Ann Keating** and their role is outlined in Appendix 14
- Governing bodies should appoint a senior member of staff to the role of DSL and Deputy Designated Safeguarding Lead (DDSL) for child protection and safeguarding.
- The DSL is Neil Baker and the DDSLs are Claire Hann-Perkins and Shella Robinson.
- The role of the DSL is outlined in detail in [Appendix B of 'Keeping Children Safe in Education' \(2016\)](#) (Page 59)
- 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 nominated member of staff for 'Looked After Children' at this school is **Neil Baker**.
- During term time, the DSL and /or their DDSL should always be available (during school hours) for staff in school to discuss any safeguarding concerns.

4. 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 the DDSL.
 - 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')

5. 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'](#) (September 2016) – Appendix 2a
 - [Disqualification under the Childcare Act 2006](#) (June 2016) – Appendix 2c
 - Safer Recruitment Procedures together with WSCB Safer Recruitment Principles (October 2016) – Appendix 5
 - HR Model Recruitment Policy and accompanying 'Toolkits'
- 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.

6. Staff training and induction

- The DSL and DDSL 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 Part 2: information for school and college staff*' (2016) and asked to sign the school's record to acknowledge that they have read it.
- 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.

7. 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).

8. Staff behaviour

- Our 'Staff Code of Conduct' clearly outlines the school's expectations for all staff who work at our school. All members of 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.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication which may affect their ability to care for children, they should seek medical advice. Schools must ensure that staff only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.

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

- Staff medication on the school premises must be stored securely and out of reach of children at all times.
- 9. Managing allegations of abuse against staff and volunteers**
- The school follows the procedure set out by the WSCB '[Allegations against adults' flowchart](#) (Appendix 11) which is based on the [WSCB Allegations Management Policy](#).
 - 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 Designated Office for Allegations (DOFA) at the local authority who can be contacted on 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.
 - Where a member of staff feels unable to raise an issue with the Head Teacher or feels that their genuine concerns are not being addressed, they should address their concerns to Chair of Governors.
 - They may also find it helpful to refer to the [NSPCC whistleblowing helpline](#). Staff can call 0800 028 0285 (8.00am to 8.00pm – Monday to Friday) and/or by emailing help@nspcc.org.uk

10. 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 2016* are:
 - **Physical abuse**
 - **Emotional abuse**
 - **Sexual abuse**
 - **Neglect**
- **Specific safeguarding issues:** There are other specific safeguarding issues that staff must be aware of and alert to. These are detailed in Appendix 2b (Keeping Children Safe in Education – Part 2 Section 43). Five key areas are referred to in greater detail below
 - **Children missing education and poor school attendance:**
 - A child going missing from education is a potential indicator of abuse and neglect. If a member of staff or volunteer becomes aware that a child is missing, or missing education, they need to report that to the DSL immediately.
 - After reasonable attempts have been made to contact the family, the school will follow the WSCB procedure and refer to the MASH team.
 - If a looked after child or a child who is the subject of a CP plan goes missing, we will refer them to the MASH team within 48 hours.
 - Poor school attendance, including any regular patterns of non-attendance can be a possible indicator of abuse and neglect. The school will monitor attendance and challenge poor attendance or specific

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

patterns of absence to satisfy themselves that there is no cause for concern with regard to child protection.

- Unauthorised absence 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 LA through the Educational Welfare Service.
- The school will also refer to the MASH team any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.
- **Child Sexual Exploitation (CSE):**
 - CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, an/or (b) for the financial advantage or increased status of the perpetrator or facilitator.
 - Child sexual does not always involve physical contact; it can also occur through the use of technology.³
 - The victim may have been sexually exploited even if the sexual activity appears consensual. Consent cannot be given, even where a child may believe that they are voluntarily engaging in sexual activity with the person who is exploiting them.
 - A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.
 - There are several other signs that might be indicators of sexual exploitation and these are detailed in Annex A of Appendix 2b – Keeping Children Safe in Education – Part 2.
- **Female genital mutilation (FGM)**
 - FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.
 - It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
 - Staff must inform the DSL immediately if they suspect a girl is at risk of FGM (unless they have a good reason not to).
 - There is a statutory duty upon individual teachers (along with regulated health and social care professionals) to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out on a girl under 18. Information regarding the specific duties of members of staff and on when and how to make a report can be found at '[Mandatory reporting of female genital mutilation – procedural information](#)' (Appendix 12b) together with a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#) (Appendix 12c)
- **Allegations made against other children (peer on peer abuse):**
 - 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.
 - The school, through its ethos and curriculum (particularly its PSHE curriculum) will address these issues with children at the appropriate level for their age.
 - Occasionally, allegations may be made against students by others in the school. This is most likely to include (but not limited to) bullying including; cyberbullying, gender based violence, sexual assaults and sexting, homophobic, transphobic and biphobic. All bullying incidents will be dealt with as part of the school's behavior and management of bullying policy.
 - Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".
 - If there is a safeguarding concern the DSL should be informed, and will decide on the appropriate action(s) the school will follow.
 - Pupils who are victims of such abuse will be supported in the same way as all other children for whom there is a safeguarding concern, as outlined in section 18 below.
 - A record will be made in line with the section 13 of this policy.

³ Extract from DfE 'Child sexual exploitation' – February 2017

- **Preventing Radicalisation:**
 - Protecting children from the risk of radicalisation should be seen as part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.
 - During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.
 - Staff should use their judgement in identifying children who might be at risk of radicalisation and speak to the DSL if they are concerned about a child. The DSL will act proportionately, which may include making a referral to the 'Channel' programme or the MASH team.
- The school will endeavour to identify and act upon any forms of abuse according to our procedures.

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.
- If a child discloses harm to any staff member, it must be remembered that the school role is to recognise and refer abuse, **not** to investigate. This is to avoid contamination of evidence gained in any subsequent investigation undertaken by the Police and/or the Social Services. This does not mean however that the staff member involved cannot ask any questions but must avoid anything that might be interpreted as 'leading' the child
- If a child wishes to confide in you the following guidelines should be adhered to:
 - 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 and they were right to tell you
 - listen to the child and tell them that you believe them and are taking what is being said seriously
 - tell the child you have to speak to someone who can help keep them safe and what you are going to do next
 - do not interview the child: keep questions to a minimum and encourage the child to use his/her own words.
 - Questioning should only include **TED** questions:
 - **T**ell me
 - **E**xplain
 - **D**escribe
 - Or use the mirroring technique i.e. "My dad hit me last night" – respond by "Your dad hit you last night?"
 - Record as soon as possible exactly what the child has said to you, what you have heard, what you saw and any other relevant information (using Appendix 15a)
 - Immediately inform your DSL or DDSL (and nobody else) so that an appropriate action can be taken to protect the pupil if necessary.
- DO NOT:**
 - make written notes whilst a child is disclosing abuse as this may deter them from speaking
 - investigate the issue yourself
 - ask the child to write down what they said or repeat it to another adult
 - record the conversation on any device
 - ask another adult to witness their disclosure – the child has chosen to tell you
- 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

- The school follows the procedure set out by the WSCB 'What to do' flowchart (Appendix 10b)
- All reporting uses yellow forms to report concerns.
- Where any adult in the school has concerns about a child they should discuss these in the first instance with the DSL, or the DDSL immediately and staff will use the 'yellow safeguarding concern sheets which are given to the DSL.
- Discussions should be recorded on the school's child welfare and CP record form (Appendix 15a), 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.
- Information concerning children 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.
- In exceptional circumstances, staff members can directly to the Children's Social Care, who can be contacted through the 'Multi-Agency Safeguarding Hub (MASH)
- If you believe a child to be at **immediate risk of significant harm or injury**, then you must call the police on 999.
- If a child's situation does not appear to be improving, the staff member with concerns should press for reconsideration.
- If the situation isn't resolved to the satisfaction of the DSL then the DSL will use the WCSB escalation policy.

13. 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 15a & 15b)
- 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).

14. 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 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 by seeking advice from appropriate agencies.

15. '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 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 8) 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.
- 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.

16. 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.

17. Children with Special Educational Needs and/or Disabilities

- The school 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 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 and DDSLs will work with the Special Educational Needs & Disabilities Co-ordinator to identify pupils with particular communication needs.
- The school recognises that additional barriers can exist when recognising abuse and neglect in children with SEND. This can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury related to the child's disability without further exploration

- children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs, and
- communication barriers and difficulties in overcoming these barrier
- Wiltshire Council provides targeted support services for children and young people with Special Educational Needs and/or a Disability who need additional support.

18. 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.

19. 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.
- The school is also aware of the potential risk associated with private fostering arrangements.

20. 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 – e.g. none.
- 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 make a referral to the MASH team or Designated Officer for Allegations (DOFA) if appropriate
- In an emergency the staff member in charge will contact the policy and/or MASH.

21. Photography and Images

- Under no circumstances should staff be expected or allowed to use their person equipment to take images of pupils at or on behalf of the school or setting:
- Staff and volunteers **should**:
 - seek parental consent for photographs to be taken or published (for example, on the school’s website or in newspapers or publications)
 - only use school equipment
 - ensure that children are appropriately dressed
 - encourage children to tell us if they are worried about any photographs that are taken of them
 - only retain images when there is a clear and agreed purpose for doing so
 - store images in an appropriate secure place in the school

- Staff and volunteers ***should not***
 - take images in one to one situations
 - take images of pupils for their personal use
- The school will ensure that parents/carers are aware of the need to respect the privacy of other parents/carers by requesting that any image taken at school events are just for personal use and should not be shared on social media.

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. Both Staff and governor are involved in the review of the policy.

Policy agreed (date):	5/10/17
Policy review (date):	1/9/18

Appendices and Links to as available:

APP	TITLE plus LINK where available
APP 1	<u>Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2015)</u>
APP 2a	<u>Keeping Children safe in Education (September 2016)</u>
APP 2b	<u>Keeping Children safe in Education – information for all school and college staff (September 2016)</u>
APP 2c	<u>Disqualification under the Childcare Act 2006 (June 2016)</u>
APP 3	<u>WSCB Escalation Policy & Flowchart (undated)</u>
APP 4	<u>Information Sharing: advice for practitioners (March 2015) including ‘Seven Golden Rules</u>
APP 5	<u>Safer Recruitment Procedures including WSCB Safer Recruitment Principles (October 2016)</u>
APP 6	<u>Wiltshire LA Guidelines for schools on record keeping and management of child welfare and child protection information on individual pupils (February 2017)</u>
APP 7	<u>Working Together to Safeguard Children (March 2015 – updated Feb 2017)</u>
APP 8	<u>WSCB Thresholds for Safeguarding Children (Dec 2014)</u>
APP 9	<u>WSCB Strategy Discussion and S47 Protocol (March 2017)</u>
APP 10a	<u>What to do if you’re worried a child is being abused (DfE March 2015)</u>
APP 10b	<u>WSCB ‘What to do if ..’ flowchart (September 2016)</u>
APP 11	<u>Wilts LA Flowchart ‘Allegations against Adults’</u>
APP 12a	<u>Multi-agency statutory guidance on female genital mutilation (April 2016)</u>
APP 12b	<u>Mandatory reporting of female genital mutilation – procedural information</u>
APP 12c	<u>FGM Fact Sheet</u>
APP 13	The Role of the Nominated Governor
APP 14	Definitions and indicators of Abuse
APP 15a	Child welfare and CP Record Sheet
APP 15b	Overview sheet