



Christ Church, Church of England (VC) Primary
School
aspire, celebrate and learn within an inclusive
community

CHILD PROTECTION POLICY

KEY SAFEGUARDING PERSONNEL			
ROLE	NAME	TEL	EMAIL
HEADTEACHER /PRINCIPAL	Neil Baker	01225863444	Head@christchurch.wilts.sch.uk
DESIGNATED SAFEGUARDING LEAD (DSL)	Neil Baker	01225863444	Head@christchurch.wilts.sch.uk
DEPUTY DSL(S) (DDSL)	Claire Hann- Perkins Sheila Robinson	01225863444	DHT@christchurch.wilts.sch.uk familysupportworker@christchurch.wilts.sch.uk
NOMINATED GOVERNOR	Ann Keating	01225863444	Rev.annkeating@christchurch.wilts.sch.uk
CHAIR OF GOVERNORS	Isobel Griffiths	01225863444	Chair@christchurch.wilts.sch.uk
DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN (DTLAC)	Claire Hann-Perkins	01225863444	DHT@christchurch.wilts.sch.uk
The key safeguarding responsibilities within each of the roles above are set out in 'Keeping Children Safe in Education' (2018)			

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.

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	
Attendance Policy	
Behaviour Policy	
Code of Conduct for School Staff	
Code of Conduct for volunteers and other adults in school	
Data Protection and Secure Data Handling Policy	
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	
Security and On-Site Safety	
Sex & Relationships Education Policy	
Single Equality Policy	
Whistle Blowing Policy	

INDEX

- 1. Principles**
- 2. Purpose of the policy and general definitions**
- 3. Responsibilities – general and specific**
 - a. General responsibilities**
 - b. Designated Safeguarding Lead and deputy (D/DSL)**
 - c. Designated Teacher for Looked After and previously Looked After children (DTLAC)**
 - d. Governors**
- 4. Safer Recruitment**
- 5. Staff training and induction**
- 6. Safer working practice and staff behaviour**
- 7. Managing allegations against staff and volunteers**
- 8. Curriculum**
- 9. Early Help**
- 10. What constitutes child abuse and neglect?**
- 11. Contextual Safeguarding**
- 12. Specific safeguarding issues**
 - a. Child sexual exploitation**
 - b. Children missing and children missing education**
 - c. Children with Special Education Needs and Disabilities (SEND)**
 - d. Female Genital Mutilation (FGM)**
 - e. Looked After children and previously Looked After children**
 - f. Peer on peer abuse**
 - g. Sexual violence and sexual harassment**
 - h. Responding to peer on peer abuse**
 - i. Preventing radicalisation**
- 13. Responding to disclosures: guidance for staff**
- 14. Reporting and recording concerns**
- 15. Information Sharing**
- 16. Escalation Policy**
- 17. Sharing concerns with parents and carers**
- 18. Welcoming other professionals**
- 19. Off sites visits and exchange visits**
- 20. Photography and images**
- 21. Policy review**

1. Principles:

- The Governors and staff of **Christ church** fully recognise their responsibilities for child protection and are committed to safeguarding and promoting the welfare of children.
- 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 best 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.
- Any safeguarding concerns or disclosures of abuse relating to a child at school or outside school hours are within the specific scope of this policy.

2. Purpose of this policy and general definitions

The purpose of this policy is:

- to raise the awareness of all school staff of the importance of safeguarding pupils, of their responsibilities for identifying and reporting actual or suspected abuse and the school's legal responsibilities
- 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 (see 8 below), and
- to take account of and inform policy in related areas such as behaviour, bullying and e-safety.

General definitions of terms used in this 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. For the purpose of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a persona who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.
- **Safeguarding** encompasses a preventative approach to keeping children safe that incorporates pupil health and safety (including drugs and substance misuse); school behaviour and preventing bullying; supporting pupils with medical conditions, social economic education, providing first aid and site security. These areas have specific policies and guidance which should be read in conjunction with this document. In particular, safeguarding is about:
 - ensuring that children grow up with the provision of safe and effective care
 - taking action to enable all children to have the best life chances
 - preventing impairment of children's health of development
 - protecting children from maltreatment
- **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.
- **Significant harm** as defined in 'The Children's Act 1989' is 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.

- **Children in need:** A child in need is defined (under the Children's Act 1989) as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled.
- **Child suffering or likely to suffer from significant harm:** Local authorities have a duty to make enquiries under section 47 of the Education Act if they have reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm and must be initiated where there are concerns about maltreatment including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence and extra-familial threats like radicalisation and sexual exploitation.
- **Contextual Safeguarding** means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- **Looked after children (LAC) and previously looked after children:** A 'Looked after child' is a child who is subject to a care order (interim or full) or who is voluntarily accommodated by the local authority. Previously looked after children remain vulnerable once they are no longer subject to a care order or voluntarily accommodated and all staff should have the skills, knowledge and understanding to keep both looked after and previously looked after children safe

3. Responsibilities:

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 Designated Safeguarding Lead or Deputy Designated Safeguarding Lead (D/DSL).
- 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')

a. 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 staff who work at this school are expected to:

- be familiar with this policy and have the opportunity to contribute to its review
- be alert to signs and indicators of possible abuse
- be able to record and report concerns as set out in this policy
- be able to deal with a disclosure of abuse from a pupil
- be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required
- have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2018), including Annex A and understand their statutory obligation to report to the D/DSL if there is suspicion of abuse and/or neglect of a pupil or if a pupil discloses abuse or allegations of abuse.

b. Specific responsibilities:

Designated Safeguarding Lead and deputy/deputies (D/DSL)

- The D/DSL is Neil Baker and the DD/DSL is Claire Hann-Perkins and Shella Robinson
- During term time, the D/DSL and /or their D/DSL should always be available (during school hours) for staff in school to discuss any safeguarding concerns.
- The D/DSL will attend safeguard training at least once every two years. In addition, the D/DSL will attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and WSCB policy and guidance.
- The role of the D/DSL is outlined in detail in Annex B of KCSiE (2018). Key responsibilities include:
 - managing all types of referrals to external agencies as appropriate
 - working with others both within the school structure (governors, head teacher etc) and external agencies
 - acting as a source of support, advice and expertise for all staff

- ensuring that when a pupil is placed with alternative provision provider that provider meets the needs of the pupil and also obtains written confirmation from that provider that all appropriate safeguarding checks have been carried out
- ensuring all staff are trained at the appropriate level
- maintaining responsibility for Child Protection Files and their transfer to other schools when required

c. Designated Teacher for Looked After Children and previously Looked After Children (DTLAC):

- The designated teacher for Looked After Children (DTLAC) at this school is Claire Hann-Perkins
- The DTLAC is the central point of initial contact within the school
- They take lead responsibility for ensuring that school staff understand the things that can affect how looked after and previously looked after children learn and achieve and how the whole school supports the educational achievement of these pupils. This means ensuring that all staff:
 - have high expectations for their learning and set targets to accelerate educational progress
 - are aware of the emotional, psychological and social effects of loss and separation from birth families and the impact this might have on their behaviour
 - understand the need to treat each child as an individual
 - appreciate the central importance of the looked after child's PEP
 - understand the role of other professionals involved in a child's care
 - be a contact for parents or guardians
 - More detailed information regarding their role can be found in '[The designated teacher for looked after and previously looked-after children](#)' (DfE Feb 2018)

d. Governors:

As key strategic decision makers and vision setters for the school, the governors will make sure that the school's policies and procedures are in line with national and local safeguarding requirements. They have 3 key areas of responsibility that requires them to have a full understanding off:

Training and Teaching	Policies and Procedures	Staffing
<ul style="list-style-type: none"> • Training for D/DSL (and Deputy D/DSL if applicable) in line with WSCB requirements. • Training for designated teacher LAC at the appropriate level. • Training for all staff in online safety, safer working practice, whistleblowing procedures and 'Prevent' training. • Training for Governors • Ensuring staff have read and understood KCSiE, Part 1 	<ul style="list-style-type: none"> • Child Protection & Safeguarding Policy including policy review, full understanding of all potential types of abuse, procedures for reporting abuse, 'Early Help', SEND and safeguarding, dealing with a child at immediate risk and staff contribution to the process of review. • Connection with related policies such as bullying, behaviour, physical restraint (as detailed in the school's policy) • Staff Code of Conduct and any concerns about staff conduct • Understanding of procedures for dealing with any allegations of abuse made against teachers and other staff • Understanding and monitoring Safer recruitment procedures • The importance of 'pupil voice' 	<ul style="list-style-type: none"> • Appointment of nominated governor • Appointment of D/DSL and Deputy • Appoint of designated teacher LAC

- The nominated governor at this school is Rev **Ann Keating** The nominated governor for safeguarding liaises with the head teacher/principal and the D/DSL to complete an annual safeguarding audit for the local authority.

- The Chair of Governors is responsible for liaising directly with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the head teacher/principal.
- The Governors Handbook outlines in greater detail the responsibilities of the Governing Body with regards to child protection and safeguarding.

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'](#) (September 2018) – Appendix 2a – 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.
- Volunteers who work at the school are also checked in line with current legislation and LA guidance.
- At least one person on any appointment panel has undertaken 'Safer Recruitment Training', which is updated once every 5 years as a minimum.

5. Staff training and induction

- 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 are required to undertake 'Prevent' training.
- All staff will be given a copy of '*Keeping Children Safe in Education Part 1: information for school and college staff*' (2018) 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.

6. Safer working practice and staff behaviour

- 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'.

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

- 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).
- Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.
- 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.
- Staff medication on the school premises must be stored securely and out of reach of children at all times.

7. Managing allegations of abuse against staff and volunteers

- The school follows the procedure set out by the WSCB 'Allegations against adults' flowchart (App 11b) which is based on the [WSCB Allegations Management Policy \(App 11a\)](#).
- 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.
- 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.
- 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 email help@nspcc.org.uk

8. Curriculum

- Through our broad and balanced curriculum we endeavour to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare them for the opportunities, responsibilities and experiences of life.
- We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:
 - developing pupil self-esteem and communication skills
 - developing strategies for self-protection including online safety
 - developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and winning peer relationships (positive relationships and consent)

9. '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.

² The school's Whistle Blowing Policy is available on Staff Safeguarding notice board

- '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 activities 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.
- All our staff can identify children who may benefit from 'Early Help' as a problem emerges and discuss this with the D/DSL.
- The D/DSL uses the guidance on the Wiltshire Pathways website and the 'Digital Assessment and Referral Tool' as appropriate as part of a holistic assessment of the child's needs.
- When the school identifies 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, Special Education Needs Coordinator (SENCo), family outreach worker, targeted youth, breakfast club
 - refer to appropriate services e.g. CAMHS etc.

10. What constitutes child abuse or neglect?

Through our induction process and staff training, all our staff know how to recognise and are alert to the signs of abuse and neglect as outlined in KCSiE (2018), and ['What to do if you're worried a child is being abused – Advice for practitioners \(2018\).'](#)

- Every member of staff is provided with a copy of KCSiE Part 1 (2018), which they are required to read and which also gives more detailed guidance on a number of specific safeguarding issues in Annex A.
- KCSiE identifies four categories of abuse but acknowledges that these rarely stand alone and that in most cases of abuse multiple issues will overlap one with another. The four 'categories' of abuse are:
 - **physical abuse**
 - **emotional abuse**
 - **sexual abuse**
 - **neglect**
- **Specific safeguarding issues:** There are other specific safeguarding issues as outlined in Annex A of KCSiE Part 1 that staff must be aware of and alert to. The key areas are addressed in greater detail in section 12.

11. Contextual Safeguarding

- Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.
- All staff, but especially the D/DSL should be considering the context within which such incidents and/or behaviours occur. Children's social care assessments should consider such factors as it is important that schools provide as much information as possible as part of the referral process, particularly in the case of peer-on-peer abuse.
- More information regarding [contextual safeguarding](#) is available here.

12. Specific safeguarding concerns

In this section, more detail is given on specific safeguarding issues, which are outlined in greater detail in Annex A of KCSiE.

a. 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.

- CSE 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, KCSiE – Part 1.

b. Children missing and children missing education:

- Staff report immediately to the D/DSL if they know of any child who may be either missing (in that their whereabouts are unknown) or missing education (compulsory school age of 5-16 with no school place and not electively home educated).
- The designated teacher for LAC (DTLAC) and care leavers discusses any unauthorised/unexplained absence of looked after/previously looked children with the Virtual School head when required.
- After reasonable attempts have been made to contact the family, the D/DSL will follow the WSCB procedure and refer to the MASH team as appropriate.
- 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/or neglect. The school will monitor attendance and challenge poor attendance or specific patterns of absence to satisfy themselves that there is no cause for concern with regard to child protection.
- Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and outlined in the our Attendance Policy and report concerns to the Education 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.

c. Children with Special Educational Needs and Disabilities (SEND)

- 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. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration.
- 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 D/DSL will work with the SENCo to identify pupils with particular communication needs.
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs and a higher risk of peer group isolation.
- To address these additional challenges, additional pastoral support is considered for SEND children.

d. Female Genital Mutilation (FGM):

- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- Staff must inform the D/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](#)' (App 12b) together with a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#) (App 12c)

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

e. Looked after children and previously looked after children:

- The most common reason for children becoming looked after is a result of abuse and/or neglect and it is therefore important that the DTLAC provides appropriate staff within school the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility.
- The DTLAC should also have information about a child's care arrangements and the levels of authority delegated to the carer.
- The D/DSL and DTLAC should have details of the child's social worker and the name of the virtual school head designated to each child.
- As previously looked after children potentially remain vulnerable, all staff should have the skills, knowledge and understanding to keep them safe.
- Many looked after and previously looked after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress.
- The support that DTLAC and the school gives to children who are looked after and previously looked after should not be seen in isolation. All looked after and previously looked after children will have a wide range of support mechanisms that will assist in promoting their educational achievement.

f. Peer on Peer Abuse

- Children can abuse other children (peer on peer abuse) and this abuse can take many forms. Consequently, peer on peer abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in the school's Behaviour Policy.
- This is most likely to include (but not limited to):
 - bullying (including cyberbullying)
 - ***physical abuse such as hitting, kicking shaking, biting, hair pulling or otherwise causing physical harm***
 - ***OR gender based violence/sexual assault***
 - sexting
 - initiation/hazing type violence and rituals
 - sexual violence and sexual harassment (see below)
- Staff 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". Any such behavior must be challenged, as dismissing or tolerating such behaviour risks normalising it.
- Staff further recognise that whilst both boys and girls can abuse their peers, it is more likely that girls will be victims and boys the perpetrators of such abuse.
- The school, actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:
 - educating, informing and training (where appropriate) governors and staff on the nature, prevalence and effect of peer-on-peer abuse and how to prevent, identify and respond to it including an understanding of contextual safeguarding
 - educating pupils about the nature of peer-on-peer abuse/bullying through the curriculum at the appropriate level for their age to help them to develop their understanding of acceptable behaviour, healthy relationships and keeping themselves safe. More specifically, these issues will be directly (but not exclusively) addressed through:
 - the school curriculum, particularly through the PSHE, sex and relationship education and online safety but where possible through cross curricular links
 - school and class assemblies
 - school and class council meetings
 - circle time
 - engaging parents by:
 - talking about it with parents, both in groups and one-to-one
 - asking parents what they perceive to be the risks facing children and how they would like to see the school address those
 - involving parents in the review of school policies

- ensuring that all peer-on-peer abuse issues are fed back to the school's safeguarding team to ensure that they have a full picture and spot any trends
- creating a culture in which pupils feel able to share their concerns openly in a non-judgmental environment, and have them listened to
- The D/DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children. The school actively refers concerns and/or allegations of peer-on-peer abuse where necessary to MASH, children's social care and/or other relevant agencies.

g. Sexual violence and sexual harassment:

- Sexual violence and sexual harassment can occur between two children of any age and sex, as well as through a group of children sexually assaulting or sexually harassing a single child or group of children, and are never acceptable. As with any other form of abuse, children who are victims will find the experience stressful and distressing.
- Sexual violence and harassment can occur both online and offline and exist on a continuum and may overlap.
- Some groups are potentially more at risk than others i.e. girls, children with SEND and LGBT children.
- Sexual violence refers to sexual offences under the Sexual Offences Act 2003 and includes rape, assault by penetration and sexual assault. Sexual harassment is unwanted conduct of a sexual nature that can occur online or offline and is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualized environment (see Annex A of KCSiE for more detailed information).

h. Responding to peer-on-peer abuse:

- In responding to peer-on-peer abuse, the school takes a safeguarding approach to all children involved in allegations or concerns, including those who have allegedly been responsible for it, in addition to any sanctioning of the abuser that may be required.
- It is essential that all concerns/allegations are handled sensitively, appropriately and promptly and any response should include:
 - a thorough investigation of the concerns/allegations and the wide context in which they may have occurred (as appropriate)
 - treat all children involved as being at potential risk – while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. Therefore the school needs to ensure a safeguarding response is in place for all the pupils involved.
- Staff may receive reports of peer-on-peer abuse:
 - directly from the child concerned
 - from a friend of the child
 - overhearing conversations between pupils that give staff cause for concern
- Where abuse is reported directly by the pupil involved the way in which that adult deals with the disclosure should be the same as that outlined in section 13 below.
- When either a friend chooses to speak to a member of staff or a member of staff overhears a conversation that causes concern, they should not assume that someone else is responding to an incident or a concern and, if in any doubt, they should speak to the D/DSL. In such cases the basis safeguarding principles remain the same, but it is important to understand why the victim has not chosen to make a report themselves. Therefore the discussion should be handled sensitively and with the support of children's social care if required.
- The initial response to a report from a child is important and it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Furthermore, they should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should they be made to feel ashamed for making a report.
- There may be reports where the alleged sexual violence or sexual harassment involves a pupil or pupils from the same school, but is alleged to have taken place away from the school premises, or online. There may also be reports where the children concerned attend two or more different schools. The safeguarding principles, and individual schools' duties to safeguard and promote the welfare of their pupil, remain the same.

- Where there is an incident of peer-on-peer abuse, the school will carry out a robust risk and needs assessment in respect of each child affected by the abuse (the victim/s and the alleged perpetrator/s). The risk assessments will:
 - assess and address the nature and level of risks that are posed and/or faced by each child and by any other children (and, if appropriate, adult students and staff), especially any actions that are appropriate to protect them
 - engage each child's parents and draw upon local services and agencies to ensure that their child's needs are met in the long term
 - consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child, and
 - be reviewed at regular intervals in light of each child's on-going needs to ensure that real progress is being made which benefits the child
- Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and putting adequate measures in place to protect them and keep them safe.
- The D/DSL is familiar with and can reference the 'WSCB Harmful Sexual Behaviour Protocol' (App 13) in order to assess the severity of the abuse (with reference to the 'Hackett' continuum and then decide on the most appropriate course of action as outlined within the protocol.
- Where the D/DSL considers or suspects that the behaviour in question might be abusive or violent (as opposed to inappropriate or problematic) the D/DSL should contact MASH immediately and in any event within 24 hours of the D/DSL becoming aware of it. The D/DSL will discuss the case and agree on a course of action, which may include:
 - managing the case internally with help from external specialists where appropriate
 - undertake/contribute to an inter-agency early help assessment
 - refer child/children to children's social care for a section 17 and/or section 47 statutory assessment
 - report any alleged criminal behaviour to the police
- Further information and support can be found in the DfE guidance '[Sexual violence and sexual harassment between children in schools and colleges](#)' (May 2018) and '[Peer on Peer abuse toolkit](#)' (Farrer & Co) (Dec 2017)

i. Preventing radicalisation:

- Protecting children from the risk of radicalisation is part of our school's wider safeguarding duties and is similar in nature to protecting pupils from other forms of harm and abuse.
- Staff use their judgement in identifying pupils who might be at risk of radicalisation and will speak to the D/DSL if they are concerned about a pupil.
- The D/DSL will always act proportionately and this may include making a referral to the MASH.

13. Responding to disclosures: guidance for staff

- The school will endeavour to identify and act upon any forms of abuse according to our procedures.
- If there is a safeguarding concern the D/DSL should be informed, and will decide on the appropriate action(s) the school will follow.
- 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:

Dos:

 - create a safe environment by offering the child a private and safe place if possible
 - stay calm and reassure the child and stress that he/she is not too blame
 - tell the child that you know how difficult it must have been to confide in you
 - listen carefully and tell the child what you are going to do next
 - use the 'tell me', 'explain', 'describe' and/or mirroring strategy
 - record in detail using the Concern Record, Part A (App 14a) without delay, using the child's own words where possible

Don'ts:

- take photographs of any images
- postpone or delay the opportunity for the pupil to talk
- take notes while the pupil is speaking or ask the pupil to write an account
- try to investigate the allegation yourself
- promise confidentiality, e.g. say you will 'keep the secret'
- approach or inform the alleged abuser
- 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 D/DSL 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.

14. Reporting and recording concerns

- The school follows the procedure set out by the WSCB 'What to do' flowchart (Appendix 10b)
- All staff record any concern about or disclosure by a pupil of abuse and/or neglect and report this to the D/DSL using the standard 'Concern Form' (App 14a) and it is their responsibility to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff know that they must speak directly to MASH.
- Where any adult in the school has concerns about a child they should discuss these in the first instance with the D/DSL.
- The D/DSL is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately and will ensure that:
 - on receipt of a 'Concern Form' from a member of staff, the D/DSL will then complete Part B of the form (App 14b), which should also incorporate the wishes and views of the pupil and include actions taken and outcomes as appropriate
 - 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
- If a member of staff believes a child to be at **immediate risk of significant harm or injury**, they 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. See section 16 below.

15. Information Sharing

- The D/DSL acts in accordance with ['Information Sharing, including the 'Seven Golden Rules' \(DfE 2018\)](#) (App 4) and in line with the Wiltshire Council Record Keeping Guidance, which include details of file retention.⁴
- Where possible, information is shared with the consent, however, under the GDPR and Data Protection Act 2018, information can be shared without consent if there is a lawful basis to do so.
- We only share information that is:
 - necessary for the purpose for which we are sharing it
 - shared only with those individuals who need it
 - is accurate and up-to-date
 - in a timely fashion and,
 - shared securely in line with **'The Principles'** as set out in the DfE Guidance mentioned above.
- Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can improve decision-making so that actions taken are in the best interests of the child. The duties placed on the school by the GDPR and Data Protection Act are not a barrier to sharing information where failure to do so would cause the safety of well-being of a child to be compromised.
- Members of staff will be informed on a 'need to know' basis. The D/DSL will make a judgement on each individual case about who needs to know and who has a right to access particular information.

⁴ Please also see guidance in the school's Data Protection and Secure Data Handling Policy

- 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/carers consent (unless this would place the child at risk).
- The D/DSL should consider whether or not it would be appropriate to share information with the new school in advance of transferring the CP file as this may help the new school to ensure that arrangements to support a child are in place when that child transfers in order for there to be continuity of support.
- When the school become aware that a pupil is being privately fostered, the DTLAC will remind the parent of their legal duty to notify Wiltshire Children's Social Care and will follow this up by contacting Children's Social Care directly.

16. Escalation Policy

- Effective working together depends on an open approach and honest relationships between colleagues and between agencies.
- Staff must be confident and able to professionally disagree and challenge decision making as an entirely legitimate activity; a part of our professional to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the WSCB Case Resolution Protocol and Escalation Policy is used if necessary (App 3).

17. Sharing concerns with parents

- We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect the rights' of parents 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 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 are aware of our responsibility with regard to child protection and advise parents of this through our School Prospectus, as part of our Foundation Stage Induction and also through the school website.
- We encourage parents 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.

18. Welcoming other professionals

- Visitors with a professional role (e.g. 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 are asked to 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, wear a school I.D. badge and provided with key safeguarding information, including the contact details of safeguarding personnel in the school.

19. Off-site visits

Off site visits and exchange visits:

- The school carries out risk assessments prior to any off-site visit and designates the specific roles and responsibilities of each adult, whether employed or volunteers.
- Where there are safeguarding concerns or allegations of made in respect of visits that happen offsite, staff will follow the procedures described above and in App 10b and/or App 11b as appropriate.

- In the case of exchange visits, any adult over 18 in a host family will be subject to DBS checks and when applicable, we work with partner schools abroad to ensure that similar assurances are undertaken prior to any planned visits.
- 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 adults.
- 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 D/DSL who will 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 police and/or MASH.

20. 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.

21. 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:

APP	TITLE plus LINK where available
APP 1	Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2015)
APP 2a	Keeping Children safe in Education (September 2018)
APP 2b	Keeping Children safe in Education – information for all school and college staff (September 2018)
APP 3	WSCB Case Resolution Protocol and Escalation Policy
APP 4	Information Sharing: advice for practitioners (March 2018) including ‘Seven Golden Rules
APP 5	Safer Recruitment Procedures including WSCB Safer Recruitment Principles (October 2016)
APP 6	Wiltshire LA Guidelines for schools on record keeping and management of child welfare and child protection information on individual pupils (February 2017)
APP 7	Working Together to Safeguard Children (2018)
APP 8	WSCB Thresholds for Safeguarding Children (Dec 2014)
APP 9	WSCB Strategy Discussion and S47Protocol (March 2017)
APP 10a	What to do if you’re worried a child is being abused (DfE March 2015)
APP 10b	WSCB ‘What to do if ..’ flowchart (September 2016)
APP 11a	WSCB Allegations Management Policy (2018)
APP 11b	Wilts LA Flowchart ‘Allegations against Adults’(April 2018)
APP 12a	Multi-agency statutory guidance on female genital mutilation (April 2016)
APP 12b	Mandatory reporting of female genital mutilation – procedural information
APP 12c	FGM Fact Sheet
APP 13	WSCB Harmful Sexual Behaviour Protocol
APP 14a	Concern Form Part A
APP 14b	Concern Form Part B
APP 14c	CP Cover sheet

Other useful documents:

[Sexual violence and sexual harassment between children in schools \(DfE Advice May 2018\)](#)

[Children missing Education \(DfE Statutory Guidance September 2016\)](#)

[The designated teacher for looked after and previously looked after children \(DfE Statutory Guidance Feb 2018\)](#)

[‘Peer on Peer abuse toolkit’](#) (Farrer & Co) (Dec 2017)