

SAFEGUARDING AND CHILD PROTECTION POLICY

Policy agreed (date):	.
Policy published (including on website) (date):	.
Next review (date):	.

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<p>The key safeguarding responsibilities within each of the roles above are set out in 'Keeping Children Safe in Education' (2019) and 'The designated teacher for looked after and previously looked-after children' (DfE Feb 2018)</p>			

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.

This policy should be read and understood in with reference to the following school's policies and documents:

SCHOOL DOCUMENTS, POLICIES AND PROCEDURES
Policies
Attendance Policy
Behaviour Policy
Code of Conduct for School Staff (including staff behaviour)
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
School Access Policy
Security and On-Site Safety
Sex & Relationships Education Policy
Single Equality Policy
Staff Handbook
Teaching and Learning Policy
Whistle Blowing Policy
LA Protocols
Protocol for schools when a child has not been collected as expected by parents at the end of the school day (May 2018)

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. Training and induction**
- 6. Safer working practice and staff behaviour**
- 7. Whistleblowing**
- 8. Managing allegations against staff and volunteers**
- 9. Curriculum**
- 10. Early Help**
- 11. What constitutes child abuse and neglect?**
- 12. Contextual Safeguarding**
- 13. Specific safeguarding issues**
 - a. Child sexual exploitation**
 - b. Missing children 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. Serious violence**
 - h. Preventing radicalisation**
 - i. Off-site visits and exchange visits**
- 14. Responding to disclosures: guidance for staff**
- 15. Record keeping and information sharing**
- 16. Escalation of concerns**
- 17. Sharing concerns with parents and carers**
- 18. Welcoming other professionals**
- 19. Photography and images**
- 20. Policy review**

1. Principles:

- The Governors and staff of Christ Church (CE VC) Primary School fully recognise their responsibilities for safeguarding and child protection and are committed to protecting and promoting the welfare of children.
- We will fulfil our local and national responsibilities as laid out in the following key documents:
 - [Working Together to Safeguard Children \(2018\)](#)
 - [Keeping Children Safe in Education \(KCSiE\) \(2019\)](#)
- The school is committed to positive academic, social and emotional outcomes for all pupils, underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standard of professional behaviour.
- The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.
- 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.
- Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

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 9 below), and
- to take account of and inform policy in related areas such as behaviour, bullying and online 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 person 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.
- **Pupil/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, personal health, 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 Information and Communication Technology (and online safety) Sex and Relationships Education and Personal Social and Health Education, for children to develop the skills they need to recognise, and stay safe from abuse
 - 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
 - be able to identify children who may benefit from ‘early help’ (see section 10 below)
 - have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2019), 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. Designated Safeguarding Lead and deputy/deputies (D/DSL)

- 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 role of the D/DSL is outlined in detail in Annex B of KCSiE (2019) and they must have a clear understanding of all their responsibilities. 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
- The D/DSL is also aware of the protocols to be followed in the event that a child is not collected from school as expected and that parents have been informed of the protocol to be followed

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

- The DTLAC is the central point of initial contact within the school for looked after children
- 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. Governors will work with senior leaders to make sure the following safeguarding essentials are in place:

Training and Teaching	Policies and Procedures	Staffing
<ul style="list-style-type: none"> • Children are taught about online safety • ‘Staff Code of Conduct’/‘Staff Behaviour Policy’ in line with current legal requirements • Training for D/DSL as required • 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 voice • Children Missing out on Education and Children Missing Education • Concerns about staff conduct • Dealing with a child at immediate risk • Early Help • Female Genital Mutilation (FGM) • Honour Based Violence (HBV) • Peer on Peer abuse • Reporting abuse/SVPP procedures • SEND and safeguarding • Staff contribution to policy • Safeguarding & Child Protection Policy review, • Safer Recruitment Procedures 	<ul style="list-style-type: none"> • Appointment of nominated governor • Appointment of Designated Safeguarding Lead (DSL) and Deputy (DDSL) • Appoint of designated teacher LAC

- The nominated governor for safeguarding liaises with the Head Teacher 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.
- As well as the school's safeguarding induction programme (see section 5 below) governors are encouraged to complete face to face whole school safeguarding and child training and may attend face to face training for governors as provided by the LA.
- [The Governors Handbook](#) (section 6.9) outlines in greater detail the responsibilities of the Governing Body with regards to child protection and safeguarding.

4. Safer Recruitment

- All staff are subject to safer recruitment processes and checks, and we follow the guidance as set out in Part 3 of KCSiE (2019) and, where applicable, new staff are asked to complete a 'Declaration of Disqualification' as detailed in the 2018 childcare disqualification regulations and the Childcare Act 2006.
- We scrutinise all applications for paid or voluntary posts, we undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS).
- 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 (SCR) as legally required.
- 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. Induction & Ongoing Training

Induction:

- All new staff, regular volunteers and governors are informed of our safeguarding and child protection procedures at induction to include all elements of safeguarding (e.g. Prevent, FGM, online safety) as outlined in the school's policy.
- Our induction for staff also includes:
 - plan of support for individuals appropriate to the role for which they have been hired
 - confirmation of the conduct expected of staff within the school – our Staff Code of Conduct/ Behaviour Policy
 - opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
 - confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed
- All staff will be given a copy of '*Keeping Children Safe in Education Part 1: information for school and college staff*' (2019) (in either paper or electronic form) and asked to sign the school's record to acknowledge that they have read it.
- The Safeguard and Child Protection Policy together with the 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.

Ongoing Training:

- All staff will receive updated safeguarding training once every 3 years to ensure that they understand their role and are aware of current legal and professional requirements. A register of those staff present at this whole school session will be kept by the DSL and any member of staff not present will undertake this statutory training requirement on their return
- In addition, all staff members will receive safeguarding and child protection updates (e.g. via email, e-bulletins staff meeting etc) as necessary and at least annually.
- As staff will be provided (either in electronic or paper form) updated copies of KCSiE Part 1 and asked to sign the school's record to acknowledge that they have been made aware of updates and changes.
- All staff also receive annual training in online safety and 'Prevent' awareness training.

- The D/DSL will receive additional multi agency training, which is updated every two years as a minimum. They will also attend multi-agency courses relevant to the school's needs. In addition, their knowledge and skills are refreshed at least annually, e.g. via e-bulletins or safeguarding networking events with other D/DSLs.
- 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.
 - 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
 - Teaching staff are expected to act within the guidance of the 'Personal and Professional Conduct' section of the [Teachers' Standards \(2013\)](#).
 - All staff who are legally required to complete a 'Declaration of Disqualification Form' must do so annually.
 - 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. Whistleblowing**
- All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Head Teacher member of the school's Senior Management Team.
 - If a staff member feels unable to raise an issue with either the Head Teacher or a member of the Senior Management Team or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:
 - the NSPCC whistleblowing helpline - Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
 - the governor responsible for safeguarding as named above
- 8. Managing allegations of abuse against staff and volunteers**
- The school follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.
 - Where anyone in the school has a concern about the behaviour of an adult who works or volunteers at the school, they must immediately consult the Head Teacher/Principal who will refer to the Designated Officer for Allegations (DOFA).
 - Any concern or allegation against the Head Teacher/Principal will be reported to the Chair of Governors without informing the Head Teacher/Principal.
 - All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.
 - 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.

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'

- 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.

9. **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)

10. **'Early Help'**

- Providing 'Early Help' is more effective in promoting the welfare of children than reacting later.
- 'Early Help' means providing support as soon as a problem emerges, which can be at any point in a child's life, from the foundation years through to the teenage years and 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.
- 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 'Digital Assessment and Referral Tool' as appropriate as part of a holistic assessment of the child's needs together with the Multi Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need,.

11. **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 (2019), and ['What to do if you're worried a child is being abused – Advice for practitioners \(2015\)](#).

- Every member of staff is provided with a copy of KCSiE Part 1, which they are required to read and which also gives more detailed guidance on a number of specific safeguarding issues in Annex A. A brief outline of some (but not all) of these specific concerns is given below in section 13.
- 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**

12. **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.

13. **Specific safeguarding concerns**

In this section, more detail is given on some of the specific safeguarding issues, which are outlined in greater detail in Annex A of KCSiE. This is not an exhaustive list and staff are still required to ensure that they have read Annex A to enable them to have a good understanding of all the specific concerns outlined there.

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.²
- 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. Missing children 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.
- The D/DSL must share any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.
- Children who do not attend school regularly can be at an increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and
 - after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate
 - there are no known welfare concerns about a pupil, we will follow our procedures for unauthorised absences, as outlined in our Attendance Policy, and report concerns to the Educational Welfare Services.
- 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.
- Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.
- Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying
- To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns.
- The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

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)

² Extract from DfE 'Child sexual exploitation' – February 2017

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’](#) together with a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

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 and/or disabilities (SEND). 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

- All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously.
- Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be the victims and boys instigators of such abuse.
- Peer on peer 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.
- This is most likely to include (but not limited to):
 - bullying (including cyberbullying)
 - gender based violence/sexual assault
 - sexting
 - ‘upskirting’ or any picture taken under a person’s clothing without them knowing, to obtain sexual gratification or to cause humiliation or distress
 - initiation/hazing type violence and rituals
- Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school’s Behaviour policy.
- Any pupil who may have been victimized and/or displayed such harmful behaviour, along with any other child affected by peer on peer abuse, will be supported through the school’s pastoral system and the support will be regularly reviewed.
- We minimize the risk of peer on peer abuse by providing:
 - a relevant curriculum that helps children to develop their understanding of acceptable behaviour, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation and priorities as identified by the school. ***For example this year pupils will be taught for the first time that ‘upskirting’ is a criminal offence.***
 - established/publicised systems for pupils to raise concerns with staff, knowing that they will be listened to, supported and valued and that the issues they raise will be taken seriously.
- The D/DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider factors present in a child’s life.
- 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)

g. Serious violence:

- We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.
- Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.
- Staff are trained to recognise both the early warning signs that pupils may be at risk of getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

h. 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 Channel programme or to MASH.

i. Off site visits and exchange visits

- We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.
- Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.
- Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

14. 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.
- The flowcharts provided by the SVPP set out the required procedure for staff to follow when they have a safeguarding concern about a child and these are displayed in the staff room and adult cloakrooms for easy reference.
- 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 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 to 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
- tell only the Designated or Deputy Safeguarding Lead
- record in detail using the Welfare Concern Record, 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

- All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances the D/DSL or member of staff seeks advice by ringing the MASH for advice.
- 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.

15. Record keeping and information sharing

- The school:
 - keeps clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate
 - ensures all pupil safeguarding and child protection records are kept securely in a locked location and separately from individual pupil files
 - ensures the records incorporate the wishes and views of the pupil
- The D/DSL acts in accordance with [Information Sharing – \(DfE 2018\)](#) and in line with the [Wiltshire Council Record Keeping Guidance](#) which includes details about file retention. Information about pupils at risk of harm is shared with members of staff [in keeping with the seven golden rules to sharing information in the DfE guidance](#).
- We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, in certain circumstances the D/DSL may decide not share information with parents (see section 17 below).
- When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.
- 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.
- 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.

16. Escalation of concerns

- 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 SVPP Case Resolution Protocol is used if necessary
- If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

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 Safeguarding and 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

- All visitors complete signing in/out form, wear a school I.D. badge and provided with key safeguarding information, including the contact details of safeguarding personnel in the school.
- 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 the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity.

19. 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.

20. Policy review:

- The Governing Body will undertake an annual review of the school's Safeguarding and Child Protection Policy and procedures to ensure that it complies with current legislation, and remedy any deficiencies and weakness found without delay.

Related legislation and key documents

- **Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).
- **Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.
- **Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.
- **Counter-Terrorism and Security Act 2015 (the CTSA 2015)**, section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
- **The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.
- [The Teachers’ Standards \(2013\)](#) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.
- [Child Sexual Exploitation – Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation \(DfE February 2017\) and annexes](#)
- [Children Missing Education \(2016\)](#) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.
- [Sexual violence and sexual harassment between children in schools and colleges \(2017\)](#) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.
- [The designated teacher for looked after and previously looked after children \(DfE Statutory Guidance Feb 2018\)](#)