

BISHOP WORDSWORTH'S SCHOOL
CHILD PROTECTION AND SAFEGUARDING
 A Statutory Policy

KEY SAFEGUARDING PERSONNEL			
Role	Name	Tel.	Email
Head	Dr S D Smallwood	01722333851	sds@bws.wilts.sch.uk
Designated Safeguarding Lead (DSL)	Dr E Baker	As above	eeb@bws.wilts.sch.uk
Deputy DSL (DDSL)	Mr A Griffin-Raphael Mrs Marie Russel	As above	agr@bws.wilts.sch.uk pastoralsupport@bws.wilts.sch.uk
Nominated Governor	Mrs J Ranaboldo	As above	via Company Secretary djp@bws.wilts.sch.uk
Chair of Governors	See Website under 'Governors'	As above	As above
Designated Teacher for Looked After Children	Mrs Marie Russell	As above	pastoralsupport@bws.wilts.sch.uk

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, call the police on 999.

Wiltshire Designated Officer For Allegations (DOFA): 01225 713945

Early Help Single Point of Entry: 01225 718230

Education Welfare Officer: 01225 718230 Option 3

Hampshire Multi-Agency Safeguarding Hub (MASH):
 01329 225379 Out of hours: 0300 555 1373 csprofessional@hants.gov.uk

DEFINITIONS

Parent(s) includes guardian(s) or any person who has parental responsibility for the boy or who has care of him.

Safeguarding can be defined by promoting the health, safety and welfare of all pupils. It is the responsibility of all adults, especially those working or volunteering to work with children. The School aims to help protect the children in its care by working consistently and appropriately with all relevant agencies to reduce risk and promote the welfare of children. Staff and volunteers:

- are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned;
- are always to act in the best interest of the child.

Child Protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering significant harm. or at risk of suffering such harm.

DSL Action in this policy is to be interpreted as action by the DSL, DDSL or a staff member instructed by either of them to take the action, eg: report a concern to the Multi-Agency Safeguarding Hub (MASH).

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ENCLOSURE

1. [Keeping Children Safe in Education \(KCSIE\) Part One:](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

INTRODUCTION

1. **Sources.** This Policy complies with the Law and statutory guidance (see Paragraph 2 below) and follows the child protection procedures set out by the Wiltshire Safeguarding Children Board and the statutory guidance issued by the Department for Education Keeping Children Safe in Education, 2016.

2. **Legal Requirements.** The Governors and Staff of Bishop Wordsworth's School recognise their legal obligation to do all that they are able to safeguard the pupils in their care. This Policy, the Staff Induction Policy, KCSIE and the guidelines and requirements in the Staff Handbook cover the legal obligations of the School. All staff and volunteers are required to act in accordance with:

- a. Common Law - "Duty of Care" (*in loco parentis*).
- b. The Education Act, 2002, Sec 175.
- c. The Children's Acts, 1989 & 2004.
- d. The Safeguarding Vulnerable Groups Act, 2006.
- e. 'Keeping Children Safe in Education' (KCSIE) (Enclosure 1).
- f. Counter-Terrorism and Security Act 2015.

3. **Key Personnel.** Key personnel are listed on Page 1. They are:

a. **The Nominated Governor.** Bishop's has a 'Nominated Governor' to oversee the School's safeguarding arrangements. The role of the Nominated Governor is at Annex A.

b. **Safeguarding Leads.** The Governing Body has appointed a senior member of staff from the school's leadership team, to the role of Designated Safeguarding Lead (DSL) and two staff members as Deputy Designated Safeguarding Leads (DDSL) for child protection and safeguarding. The role of the DSL is at Annex B. During term time, the DSL and/or a deputy should always be available during school hours for staff in the school to discuss any safeguarding concerns. In the absence of both of them, any Designated Safeguarding Lead action is to be taken by the Head, or another member of the Leadership Team consulting if necessary with the MASH.

c. **Designated Safeguarding Lead Training.** On appointment, the Designated Safeguarding Lead is to receive inter-agency and Designated Safeguarding Lead/Safeguarding training. Update training is to be undertaken at appropriate intervals.

4. **Safeguarding Information For Pupils.** Pupils are taught how to keep themselves safe including when online during PHSE lessons, tutor time and year assemblies. Pupils may talk to any member of the teaching or non-teaching staff but in particular to:

- a. Their Form Tutor (Years 7-11) or Mentor (Sixth Form).
- b. Any member of the relevant Pastoral Team.
- c. The Pastoral Support Officer (Mrs Russell (Y7-11)
- d. The Special Educational Needs Co-Ordinator (Mrs Salway).
- e. The School Chaplain (Rev Bersweden).
- f. The School Nurse (Mrs Tattersall).
- g. The Senior Tutor (Mr Higson).

5. **Expectations – Pupils.** All pupils are to be expected and educated to treat others with respect, consideration and kindness (See Annex G to the Behaviour and Discipline Policy (Anti-Bullying); PSHE Policy; Sex Education Policy; Spiritual, Moral, Social and Cultural Development Policy).
6. **Communications.** The School aims to promote and maintain clear communication with pupils' parents (see Home School Liaison Policy) and will work as appropriate with other agencies to ensure safeguarding and to promote the welfare of pupils.
7. **Information Sharing.** It is recognised that Information Sharing is of paramount importance in the safeguarding of pupils, and therefore the “*Seven Golden Rules for Information Sharing*” recommended by the Department for Education (DfE) are to be followed. Staff are to be aware that:
- Data Protection is not a barrier to information sharing.
 - Openness and honesty are essential.
 - Where doubts exist advice is to be sought (eg from the MASH or Early Help).
 - Information is to be shared: where appropriate with consent.
 - The safety and well-being of the individuals concerned are paramount.
 - Information sharing should be necessary, proportionate, relevant, accurate, timely and secure.
 - Records are to be kept securely.

PROTECTION OF PUPILS & TYPES OF ABUSE

8. The School environment should be safe (See: Health & Safety & Security policies).
9. All pupils are to be protected from sources of potential harm (See ICT Policy, including Annex A: Acceptable Use; Pastoral Care Policy; Equality Policy; Substance Use & Abuse Policy). All adults who work or volunteer with children are required to be able to identify concerns about child abuse. The main categories of abuse and safeguarding issues are tabulated below with associated procedures in the next section:

Main categories of abuse:	Specific safeguarding issues: For other specific safeguarding issues, see <i>Keeping Children Safe in Education</i> 2016 (p.12-13).
<ul style="list-style-type: none"> Physical abuse Emotional abuse Sexual abuse Neglect 	<ul style="list-style-type: none"> Child Sexual Exploitation (CSE) So-called ‘honour based’ violence, including Female Genital Mutilation (FGM) and Forced Marriage Preventing radicalisation Children missing education Peer on peer abuse
More information, including indicators, is at Annex C	

CHILD SEXUAL EXPLOITATION (CSE)

10. CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults.

11. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

12. Consent cannot lawfully be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

13. CSE does not always involve physical contact and can happen online.

14. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

FEMALE GENITAL MUTILATION (FGM)

15. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff are to inform the DSL without delay if they suspect a girl is at risk of FGM.

16. **FGM Mandatory Reporting Duty.** The Law requires staff to report to the police any known cases of FGM of those children less than 18 years old.

PREVENTING RADICALISATION

17. Potential harm also includes that of being radicalised by exposure to extremist ideology. Staff are to be trained in, and take note of the Prevent Duty which is the duty required by the Counter-Terrorism and Security Act 2015 on various authorities, including schools, to have due regard to prevent people from being drawn into terrorism. The Prevent Duty is at: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> and is summarised at Annex D to this Policy.

18. Staff are to use their judgement in identifying children who might be at risk of radicalisation and speak to the DSL if they are concerned about a child. The DSL will take appropriate action which may include making a referral to the MASH or to the Channel programme (an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour).

CHILDREN MISSING EDUCATION

19. When a pupil does not attend school and, whether or not the parent has informed the School, it will normally be for everyday reasons and be of no concern. However, missing education can be an indicator of abuse or neglect and therefore, if there have been pastoral concerns about the pupil or the pupil has been absent often without explanation, the respective Pastoral Team is to investigate why the pupil is missing.

20. A pupil who goes missing or runs away is at risk and safeguarding children includes protecting them from this risk. Additionally, 'Looked After' children missing from their placements are particularly vulnerable.

21. Concerns About a Missing Pupil. If there are concerns about a pupil who is missing from school the following action is to be taken:

- a. If a pupil is absent and the parents have not contacted the School they are to be contacted. If the parental explanation is satisfactory no further action is to be taken.
- b. If the parents cannot be contacted or, if the DSL still has concerns regarding their explanation for the absence, the DSL will follow the Wiltshire Schools Children's' Board (WSCB) procedure and contact the MASH team (see Page 1).
- c. The DSL will also refer to the MASH any child being withdrawn from school to be electively home educated where there are safeguarding concerns.

22. Unauthorised Absence Procedures. Unauthorised absence procedures are to be followed and concerns be reported to the Local Authority through the Education Welfare Officer (of the LA) if any of the conditions below fulfilled: A pupil has:

- a. Ten days or more continuous absence from school without an explanation.
- b. Left school suddenly and the destination is unknown.
- c. Not taken up an allocated school place as expected.

23. Looked After Children. In accordance with statutory guidance: when the School has Looked After Children an appropriately trained designated teacher is to be appointed by the Head to promote the educational achievement of those children. If a looked after pupil or a pupil with a Child Protection Plan is missing the case is to be referred to the MASH team within 48 hours.

PEER ON PEER ABUSE

24. All children have a right to attend school and learn in a safe environment. Children must be free from abuse from other pupils.

25. Pupils may abuse and bully other pupils for example by:

- a. Physical, mental or cyber bullying).
- b. Gender based violence/sexual assaults.
- c. Sexting. The key guidance supporting schools in managing incidents of sexting is the UKCCIS document www.safeguardingschools.co.uk/responding-sexting-schools-colleges-ukccis.

26. Children are capable of abusing their peers and such abuse is not to be tolerated nor passed off as 'banter' or 'part of growing up'. Therefore staff are to take particular note of the School's Behaviour and Anti-Bullying Policy and be vigilant for the signs and symptoms of peer on peer abuse so that it is minimised. Allegations of peer to peer abuse are to be referred to the Pastoral Teams who are to investigate and respond to any issues.

27. Any concerns regarding behaviour that cannot be dealt with on the spot are to be advised to the Form Tutor (immediately if appropriate) and/or relevant Pastoral Head for investigation and appropriate action.

28. If there is a safeguarding concern the DSL is also to be informed for a decision on appropriate action and recorded in accordance with this Policy.

29. Victims of peer on peer abuse are to be supported by the relevant pastoral team who will work closely with parents.

PROCEDURE FOR STAFF TO REPORT A CONCERN ABOUT A CHILD

30. All staff are to follow the WSCB procedure shown in the 'What to do' flowchart at Annex E. Where there is a safeguarding concern, the child's wishes and feelings are to be taken into account.

31. Where any adult in the School has a concern about a child they are to:

- a. Report the concern to the DSL/ DDSL (immediately if appropriate). In their absence, staff members may speak directly to Children's Social Care by contacting the MASH – see Page 1.
- b. If in doubt, the DSL/ DDSL or member of staff is to seek advice from the MASH.
- c. Record the concern by completing a WSCB Welfare and Child Protection Concern Form at Annex G (and on the desktop) with a completed body map if appropriate and send to the DSL. The form is to be signed and dated and the DSL is to add outcomes and any action taken or to be taken. For the first concern for a pupil the Safeguarding Overview Sheet at Annex H is also to be initiated.

32. The DSL is then to initiate appropriate action and consider a referral to the MASH or Early Help (Paragraphs 60 to 62 give further information about Early Help).

33. School staff are not to investigate safeguarding concerns or attempt determine the truth of any disclosure or allegation. However, all staff and volunteers have a duty to recognise concerns and inform the DSL (immediately if appropriate).

34. Annex F provides information about the actions taken by Children's Social Care when there are concerns about a child.

35. If a child's situation does not appear to be improving the staff member with concerns is to request a re-evaluation. In addition the DSL or pastoral staff as appropriate are to review the child's situation, when they think fit, to ensure that the concerns have been addressed and that, most importantly, that the pupil situation improves.

RECORD KEEPING OF CHILD PROTECTION & SAFEGUARDING CONCERNS

36. **Recording Concerns.** The DSL is to ensure that all pupil safeguarding and child protection concerns are recorded clearly on the Concerns Form, including the Body Map (Annex G) and Safeguarding Overview Sheet (Annex H) with actions taken and outcomes as appropriate. The records are to record the wishes and views of the pupil.

37. **Record Filing, Security and Retention.** The DSL is to ensure that Child Protection (CP) safeguarding records are secured in a locked location. Each record is to be signed and dated and filed under the pupil's name (not in family files) separately from other pupil and staff records.

- a. Only the Headmaster, DSL, DDSL(S) and Ofsted may normally access records: other staff may be given relevant information on a 'need to know' basis and the police and Agencies such as Children's Social Care may also be given safeguarding information. .
- b. Parents may request access in writing but any third party information is first to be expunged and pupils over 12 years of age may be entitled to refuse parental access. An access request may be refused if the DSL considers disclosure could harm the pupil. Parental requests and any disclosures are to be recorded. See examples at Paragraph 41 below.
- c. CP records (hard and soft copy) are to be retained until the pupil reaches age 25 and then destroyed. Safeguarding records below the CP threshold are to be retained until one year after the pupil, or last sibling, has left the School.
- d. More detailed guidance is available from Wiltshire Council.

38. **Transfer of Child Protection and Safeguarding Files If Pupil Leaves the School.**

Safeguarding files may contain CP records where the CP threshold has been met and Welfare Concern records, including Early Help and CAF information (where the CP threshold has not been met). Parents are to be made aware that the School has a duty of care to transfer relevant information to a new educational establishment. If a file is to be transferred a copy is to be retained (see Subparagraph 37c above), the original transferred securely between schools separate to the main pupil file and a receipt requested from the addressee school and filed with the copy record. If the pupil is removed from the school roll to be home educated, the file is to be sent to the LA Elected Home Education Administrator. In accordance with the Data Protection Act only data relevant to CP or Safeguarding is to be transferred.

- a. **Child Protection Records.** When a pupil transfers to another school (or an alternative provision) the DSL is to inform the receiving school without delay if he has a CP record and then transfer the record: see Paragraph 38 above.
- b. **Welfare Concern Records.** A Welfare Concern record below the CP threshold but with continuing relevance to the child's wellbeing (as decided by the DSL) is to be transferred but normally with parental consent. If the parents object to the transfer the DSL is authorised to override the objection if there is a genuine belief that transferring the information is in the best interests of the child and that not doing so would represent a risk to the child. The DSL is to record any such authorisation and the rationale for the decision. . . .

RESPONDING TO DISCLOSURES - GUIDANCE FOR STAFF

39. Responses are tabulated below:

<p style="text-align: center;">DO:</p> <ul style="list-style-type: none">• Take the child to a private and safe place• Stay calm• Reassure the child and stress that he/she is not to blame and they were right to tell you• Listen to the child and tell them that you believe them• Tell the child what you have to speak to someone who can help to keep them safe• Do not interview the child, keep questions to a minimum and encourage the child to use his/her own words: questioning should only include TED questions:<ul style="list-style-type: none">○ Tell me○ Explain○ Describe○ Or use the mirroring technique: i.e. <i>"My dad hit me last night"</i>; respond by <i>"Your dad hit you last night?"</i>• Record as soon as possible exactly what the child has said to you / what you have heard or what you saw, and any other relevant information.• Immediately (if appropriate) inform the DSL/ DDSL (and nobody else) so that any appropriate action can be taken to protect the child if necessary.• Depending upon the nature of the disclosure the pastoral staff concerned (or DSL/ DDSL) is to decide as to how best support the pupil concerned – whether he can return to classes, whether he needs to take time out of lessons or whether it might be appropriate to take some other action. <p style="text-align: center;">DO NOT:</p> <ul style="list-style-type: none">• Investigate the issue yourself• Ask the child to write down what they said or repeat it to another adult• Record the conversation on any device• Ask another adult to witness their disclosure –the child has chosen to tell you.
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DISCUSSING CONCERNS WITH PARENTS

40. Further information and advice can be found at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

41. The School is committed to work in partnership with parents and in most situations it will be appropriate to discuss initial concerns with them. However, there will be some circumstances where the DSL will not consider it appropriate to seek consent from the individual or their family, or to inform them that the information will be shared. For example, if doing so would:

- a. Place a child at increased risk of significant harm.
- b. Place an adult at increased risk of serious harm.
- c. Prejudice the prevention, detection or prosecution of a serious crime.

- d. Lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

MANAGING ALLEGATIONS AGAINST ADULTS

42. The procedure to be followed is the WSCB 'Allegations against adults' flowchart (at Annex I). The flowchart is based on the WSCB Allegations Management Policy.

43. If anybody is concerned about the behaviour of a School adult employee or volunteer, they are to advise the Head (immediately if appropriate). If the Head is the subject of the allegation, the Chair of Governors is to be informed without notifying him. The Head (or Chair of Governors) is to consider whether the concern is to be referred to the Designated Officer For Allegations (DOFA): contact details at Page 1 and, if so, is to refer within one working day. If the DOFA cannot be contacted, the MASH is to be informed.

44. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child but also supports the subject of the allegation.

45. It may be appropriate for the member of staff to be suspended without prejudice pending the results of the investigation.

46. School staff are to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

47. Malicious allegations by staff will be investigated and dealt with by the Head and, if appropriate, a governors' Discipline Panel.

48. **Action If Staff Have Concerns About a Colleague.** If staff members have concerns about another staff member or volunteer then this is to be reported (immediately if appropriate) as above. Staff may worry that they have misunderstood the situation and that a report could jeopardise a colleague's career but must remember that the welfare of a child is paramount.

49. **Historical Abuse Allegations.** KCSIE now expressly requires schools to consider reporting historical abuse allegations to the police. The Head, in consultation with the Chair of Governors, is to consider whether such a report should be made.

WHISTLEBLOWING

50. The allegation management procedure above is to be used when the behaviour of an adult causes a concern however, staff and volunteers are also to feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime (ie 'whistleblowing'). The Whistleblowing Policy is at http://www.bws-school.org.uk/The_School/Policies/pdf/Whistleblowing.pdf.

51. **NSPCC Whistleblowing Helpline.** The Helpline is at: [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/what-we-do/our-services/helpline/) and may be used by staff who do not feel able to raise concerns regarding child protection failures internally. Staff may also telephone: 0800 028 0285 from 8:00 AM to 8:00 PM, Monday to Friday or Email: help@nspcc.org.uk.

STAFF TRAINING AND RECRUITMENT

52. **Staff Safeguarding Training.** All staff members are to attend safeguarding and child protection training at induction which is to include the Safeguarding elements of IT training.

Thereafter, training is to be refreshed at least every 3 years. Additionally, all staff members are to receive regular safeguarding and child protection updates at least annually (via eg: email, e-bulletins, staff meetings) to provide them with relevant skills and knowledge to safeguard pupils effectively.

53. Safer Recruitment. The School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment. Consequently, recruitment and selection practices are to reflect this commitment: all successful applicants will be subject to an enhanced Disclosure and Barring Service check as well as other relevant pre-employment checks including satisfactory references.

54. Safer working practice. All members of staff and volunteers are to read and understand the School's Code of Conduct for Staff which can be found as Annex C of the Staff Disciplinary procedure: http://www.bws-school.org.uk/The_School/Policies/pdf/Staff%20Disciplinary%20Procedure.pdf, this Policy and Part 1 of KCSIE (at Enclosure 1). The Assistant Head Performance Management and Appraisal is to maintain a register of staff signatures as evidence that all staff have complied and report to the Head for his annual report to Governors. . All staff are to be given and retain for easy reference the Yellow card 'Young People First' summarising key safeguarding information at school along with key aspects of the staff code of conduct.

PHOTOGRAPHY AND IMAGES

55. In this section 'photograph' includes any image that may be stored electronically.

56. There are circumstances where it is appropriate for teaching and non-teaching staff to take photographs of school activities for the purposes of publicity etc. This is acceptable, but common sense is to be employed in the use of photography with regard to the context, the content, the purpose and the particular pupils involved. Group photographs pose very little, if any, difficulty whereas, if only small numbers of pupils are involved, parental consent is required.

57. If a member of staff is in doubt whether photography is appropriate, it is likely that it is not. Further guidance may be sought from the DSL/ DDSL.

58. Staff and volunteers are to:

- a. If appropriate as above, seek parental consent for photographs of pupils to be taken or published
- b. Ensure that pupils are appropriately dressed.
- c. Only retain photographs for a clear and agreed purpose.

59. Staff and volunteers are not to:

- a. Take photographs in one to one situations.
- b. Take photographs of pupils for their personal use.

EARLY HELP

60. The document <http://www.wiltshire.gov.uk/early-years-wsbc-thresholds-document.pdf> advises 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 and includes action flow charts. At Bishop Wordsworth's School, Early Help most often takes the form of pastoral care involving some or all of the staff identified in section 4. Staff are to speak to the DSL and or pastoral team when pastoral support (Early Help) can assist.

61. When the DSL considers it appropriate, there is to be early intervention via a referral to 'Early Help' (01225 718 230) in order to prevent situations escalating into significant problems. The 'What to do' flow chart (Flow Chart 1) is to be followed which may result in the completion of an Early Help Common Assessment Framework (CAF) or a 'My Support Plan': see Flow Chart 2.

62. Therefore the following will be considered by the DSL and actioned as necessary:

- a. An assessment of the need for early help.
- b. The provision of early help services, eg: school nurse, pastoral worker, SENCO, family outreach worker.
- c. Refer to appropriate services e.g. Children and Adolescent Mental Health Service (CAMHS).

PUPILS WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

63. Children with additional needs face an increased risk of abuse and neglect and therefore staff are to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse are to be reported as for other pupils.

64. Children with SEND can provide additional safeguarding challenges because additional barriers can exist when recognising abuse and neglect in this group of children. For example:

- a. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- b. Children with SEN and disabilities can be disproportionately impacted by for example bullying without showing any signs outwardly.
- c. Communication barriers and difficulties in overcoming these barriers.

65. The aim of all staff is to be to provide a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils are to be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs & Disabilities Co-ordinator (SENDCO) to identify pupils with particular communication needs.

66. Wiltshire Council provides targeted support services for children with SEND who need additional support::SEND Service: 01225 757 985.

VISITING PROFESSIONALS

67. Visitors with a professional role are required to have had the appropriate vetting checks undertaken by their own organisation. They are to be requested to provide evidence of their professional role and employment details (eg: an identity badge). If necessary, the relevant organisation is to be contacted to verify the individual's identity.

68. Professionals are to sign in/out as for all visitors and wear a school visitors' badge

OFF-SITE VISITS

69. The procedure for off site visits is in the Health & Safety Policy which requires appropriate risk assessments to be in place prior to any off-site visit taking place and that an overnight visit leader will explicitly direct:

- a. Sleeping arrangements.
- b. The role and responsibility of each adult, whether employed or volunteer.
- c. On/off duty arrangements.
- d. Clear directions about boundaries and interactions with children and that adults are not expected to smoke nor drink alcohol.
- e. That staff and any volunteers are not to give parents their mobile telephone numbers for contact but are to use the School mobile telephones.

70. Safeguarding concerns or allegations are to follow this Policy. The visit leader is to report any safeguarding concerns to the DSL and/or Head who is to refer to the MASH or Designated Officer For Allegations (DOFA) if appropriate.

71. In an emergency the staff member in charge is to contact the police and/or the MASH.

PRIVATE FOSTERING

72. A child may be cared for by someone who is not their parent or a 'close relative' by private arrangement. This is private fostering when all the following conditions are met:

- a. The child is under 16 years of age or under 18 if he has a disability.
- b. The arrangement is for 28 days or longer.
- c. The child's new carer does not have parental responsibility for the child and is not a close relative.

73. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

74. Parents and carers are legally required to notify the local authority of private fostering arrangements both to safeguard and protect the child's welfare and also in order that the local authority can support the child, parent and carer.

75. If the School becomes aware that a child or young person is being privately fostered, the DSL is to inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care and also advise Children's Social Care of the private fostering.

MONITORING

76. The Senior Tutor, Designated Safeguarding Lead and Pastoral Teams will review practice regularly but all staff are encouraged to contribute to safeguarding arrangements and to advise the DSL of any possible improvements to working practices.

EVALUATION

77. The Policy will be reviewed annually by the Governors.

78. This policy was first agreed by Governors on 9 July 1996 and last reviewed on 13.5.97, 12.5.98, 11.5.99, 9.5.00, 8.5.01, 7.5.02, 1.7.03, 4.5.04, 03.05.05, 28.06.05, 9.05.06, (05.06.07), (16.10.08) 13.10.09, 05.10.10 (substantial re-write), (29.09.11), 04.12.12, 28.11.13, revised iaw new legislation on 01.09.14, 18.11.14, revised iaw new guidance on 21.05.15, Prevent duty added 10.11.15, small revision iac new guidance 18.07.16, 17.11.16, Rewritten iaw the Wilts C Model on 09.05.17, 21.06.17 & 23.11.17

Annexes:

- A. Role of the Nominated Governor.
- B. Role of Designated Safeguarding Lead and Deputy Designated Safeguarding Lead
- C. Indicators of Neglect & Abuse – Categories - Safeguarding Issues.
- D. The Counter-Terrorism and Security Act 2015 Prevent Duty.
- E. What To Do If Worried a Child is Being Abused or Neglected.
- F. Actions Where There Are Concerns About A Child.
- G. Welfare & Child Protection Concern Form Parts 1 and 2.
- H. Safeguarding Over view Sheet.
- I. Flowchart – Allegations Against Adults.

Enclosure:

1. Keeping Children Safe in Education (KCSIE) Part One:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

ROLE OF THE NOMINATED GOVERNOR

1. **Duties on Schools.** The Governing Body is required to nominate a governor for Safeguarding and Child Protection to oversee the School's safeguarding arrangements. Governors have a statutory duty to provide the services of the School in a way that safeguards and promotes the welfare of pupils.
2. **Role.** The role of the nominee is to requires that Safeguarding and Child Protection always has a high priority by:
 - a. Championing Child Protection and Safeguarding issues within the School, liaising with the DSL and the Head and challenging procedures if necessary.
 - b. Checking that this Policy is reviewed yearly.
 - c. Scrutinising the Wiltshire Council annual school safeguarding audit return completed annually by the Head/DSL and reporting to the Governing Body.
 - d. Advising/ reminding governors that they have a statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils.

ROLE OF DESIGNATED SAFEGUARDING LEAD (DSL) & DEPUTY DSL (DDSL)

1. The DSL is a senior member of staff and a member of the Leadership Team. The DSL has a detailed job description which outlines responsibilities. In summary, the DSL is to take lead responsibility for:
 - a. Managing all child protection issues, except that the Head leads on allegations against staff (except against himself) including referring cases to the MASH or, if there is a radicalisation concern, to the Channel programme.
 - b. Keeping detailed, accurate and secure written records of concerns and referrals.
 - c. Liaising with others in the School community, eg: the Head Child Protection Governor, staff, volunteers and parents.
 - d. Supporting staff who make referrals to the MASH, or Channel programme. But note that staff are only to make such referrals in the absence of both the DSL, the DDSLs and the Head.
 - e. Working in partnership with other agencies such as the local authority, MASH, police, Channel, Local Safeguarding Children Board.
 - f. Undertaking training initially and at least every two years thereafter.. In addition to this training they are to be proactive in ensuring that their knowledge and skills are updated eg by attendance at specific courses and reading safeguarding briefing notes.
 - g. Raising awareness of safeguarding by regularly reviewing the safeguarding policy and procedures and ensuring the Policy is on the Website and therefore available to staff and parents.
 - h. The induction and training of staff and volunteers in conjunction with the Assistant Head in charge of Continuing Professional Development and Induction.
 - i. The maintenance, security and transfer of safeguarding files.
2. **Information Distribution.** Information about students at risk of harm will be only passed to other members of staff and outside agencies on a “need to know” basis as judged necessary by the DSL.
3. **Further Information.** Further information on the role of the DSL and DDSL is at Annex B of KCSiE 2016.

**ANNEX C TO
CHILD PROTECTION AND SAFEGUARDING POLICY**

INDICATORS OF ABUSE & NEGLECT – CATEGORIES - SAFEGUARDING ISSUES

INDICATORS *What to do if you are worried a child is being abused* 2015 provides definitions and indicators of the categories of abuse and neglect. Some of the signs below *may* be indicative of abuse:

Physical Abuse

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can also occur outside of the family environment.

Emotional Abuse

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Sexual Abuse

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Note that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is wrong.

Neglect

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Children who are neglected often also suffer from other types of abuse.

Neglect may occur if a parent becomes physically or mentally unable to care for a child.

A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

SPECIFIC SAFEGUARDING ISSUES KCSiE 2016, Annex A provides definitions and indicators of specific safeguarding issues. Some of the signs below *may* be indicative of abuse:

CHILD SEXUAL EXPLOITATION (CSE)

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

FEMALE GENITAL MUTILATION (FGM):

Indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

Note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always to be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet;
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

PREVENTING RADICALISATION

Extremism can take several forms, including Islamist extremism and far-right extremism.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism.

- There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.
- Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.
- The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff are to be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Radicalisation of young people can be compared to grooming for sexual exploitation.

Early indicators may include:

- Vulnerability and social factors, such as:
 - family or local community tensions
 - low self-esteem
 - experience of poverty, disadvantage, discrimination, social exclusion / perception of injustice
- Access to extremist influences or showing sympathy for extremist causes
- Advocating messages similar to illegal organisations
- Evidence of accessing / possessing illegal or extremist material (including online)
- Justifying the use of violence to solve societal issues
- Pattern of regular or extended travel to locations known to be associated with extremism

ONLINE SAFEGUARDING TRAINING - SPECIFIC SAFEGUARDING ISSUES

- **Child Sexual Exploitation:** <https://keepthemsafe.safeguardingchildren.co.uk/>
- **Female Genital Mutilation:** <https://www.fgmelearning.co.uk/>
- **Prevent:** www.elearning.prevent.homeoffice.gov.uk

New Home Office e-learning tool, aimed at those with responsibilities under the Prevent duty, particularly front line staff in schools, has been developed to help raise awareness of radicalisation.

THE COUNTER-TERRORISM AND SECURITY ACT 2015 PREVENT DUTY

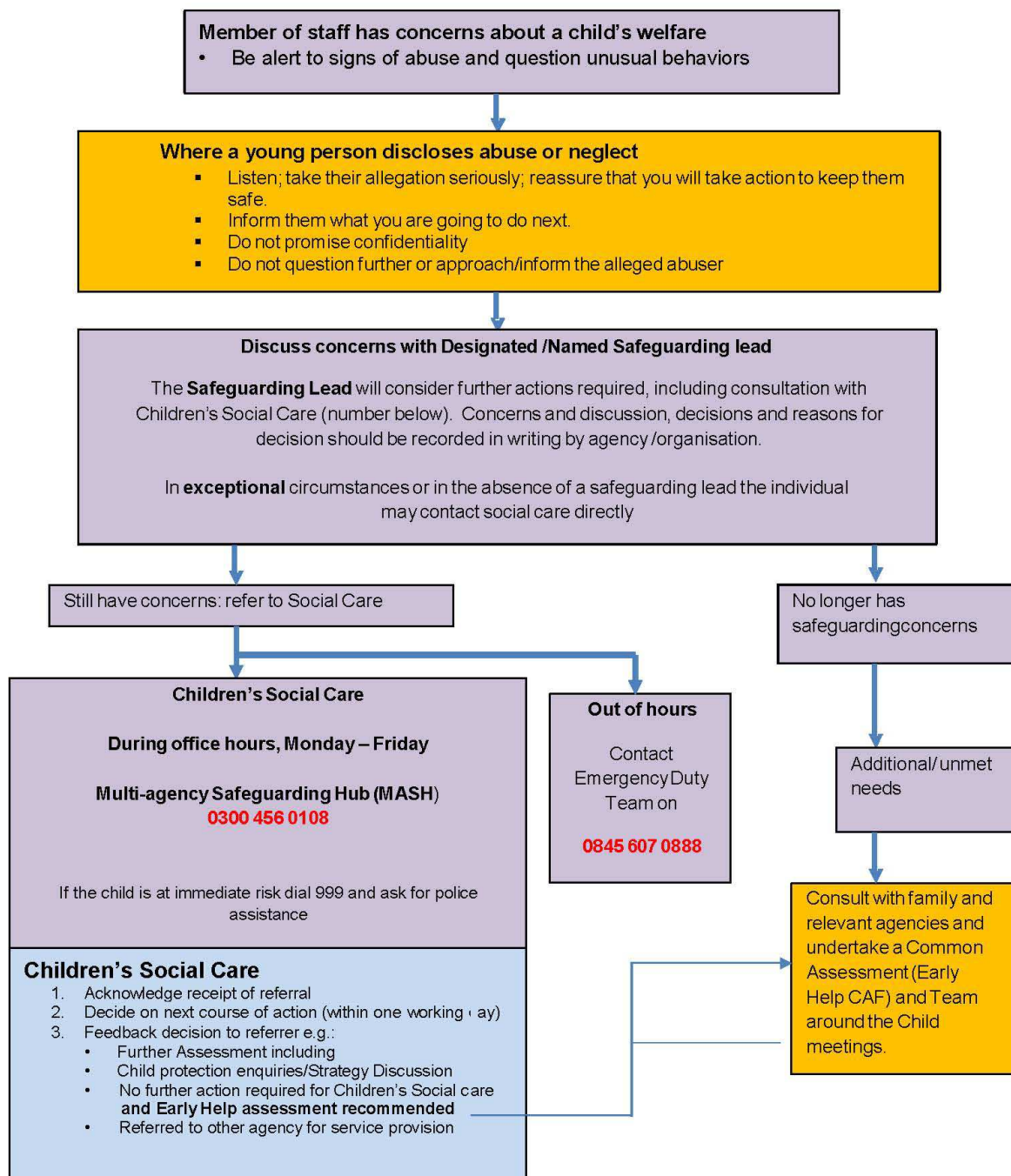
1. **Duties on Schools.** Under the Prevent legislation, schools are expected to:
 - a. **Assess Risk.** Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
 - b. **Work In Partnership.** Schools must effectively collaborate with those in a key position to spot signs of radicalisation, such as local authorities and families.
 - c. **Identify Pupils At Risk.** Staff training is key in equipping staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
 - d. **Keep Pupils Safe Online.** Staff need to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
 - e. **Build Pupil Resilience.** Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can participate in decision-making.
 - f. **Promote British values:** Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.
2. **British Values.** Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values which the Government summarises as: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. To achieve this schools must encourage:
 - a. An understanding of how citizens can influence decision-making through the democratic process.
 - b. An appreciation that the Law protects individual citizens and is essential for their wellbeing and safety.
 - c. An understanding that the freedom to choose other faiths and beliefs is protected in law
 - d. A tolerance that other people have different faiths or beliefs to oneself, and must not be the cause of prejudicial or discriminatory behaviour.
 - e. An understanding of the importance of identifying and combatting discrimination.

ANNEX E TO CHILD PROTECTION AND SAFEGUARDING POLICY



WILTSHIRE SAFEGUARDING CHILDREN BOARD

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

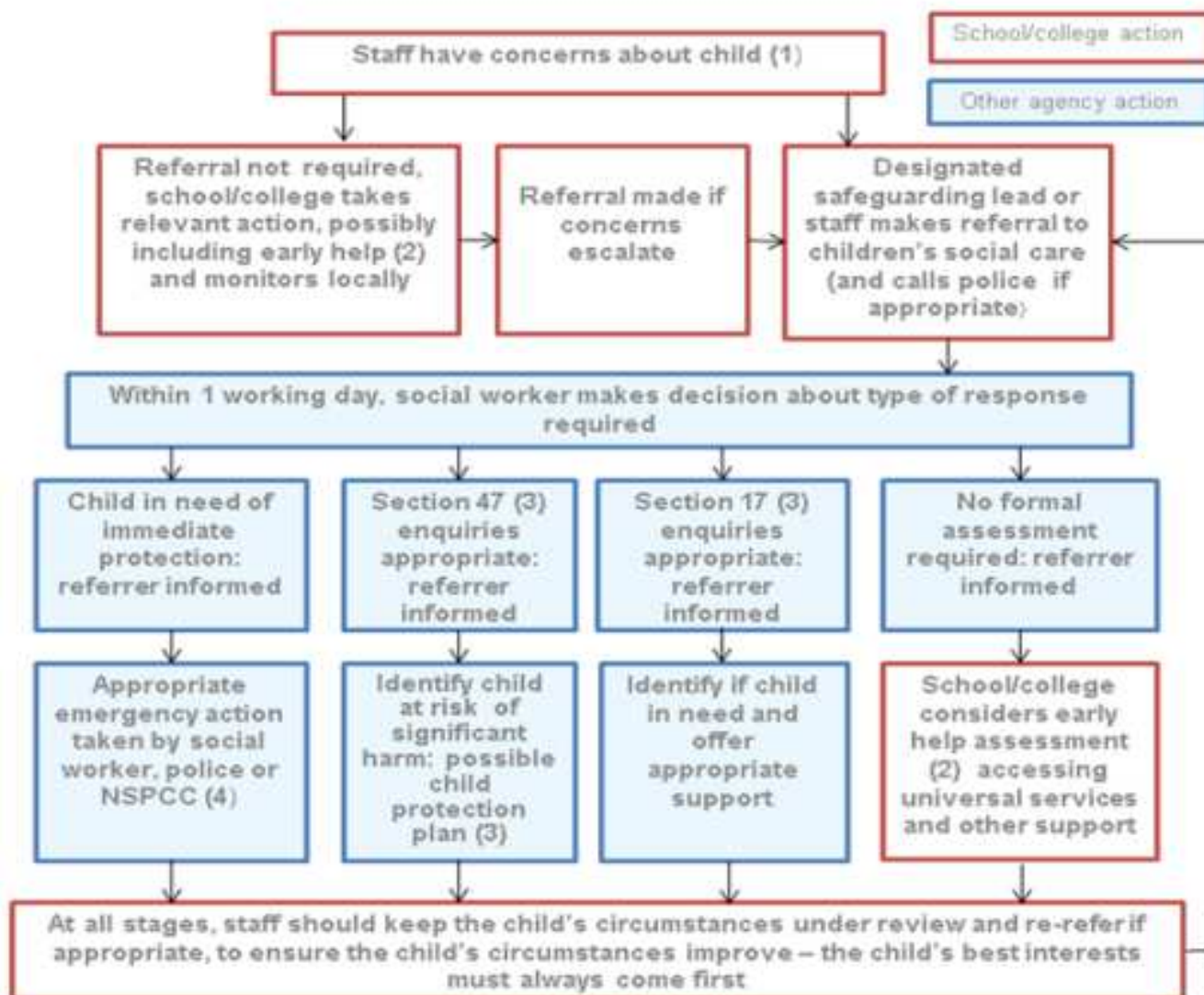


This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation) at: www.wiltshirescb.org

A114/15 Updated Sept 2016/Review date Sept 2017

ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

Diagram below is an extract from KCSiE 2016, p.10:



Notes:

1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSiE.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment will be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

**ANNEX G TO
CHILD PROTECTION AND SAFEGUARDING POLICY**

CONCERN FORM PART A

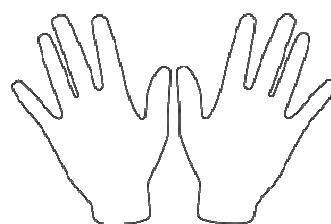
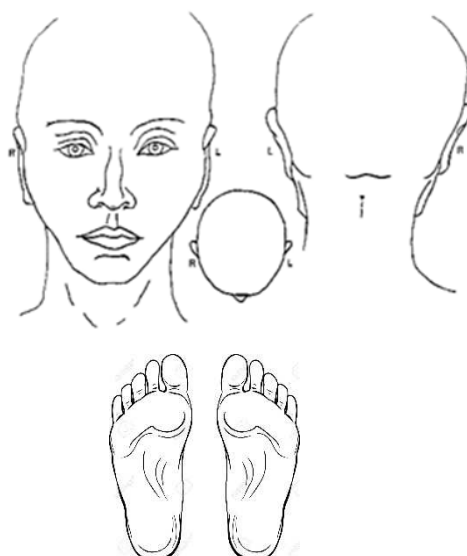
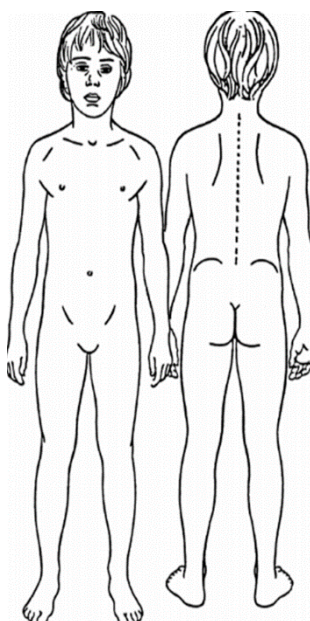
Part A of this form is to be completed by a staff member every time they are concerned about a pupil

The Designated Safeguarding Lead is to complete **Part B**

Child's name			
Date of birth			
Name of member of staff reporting the concern		PLEASE PRINT	
		Signature	
Date		Time	

Concern- Use the body- map below to show any marks or injuries.		
Additional form used?	Yes / No	Page of

Children must not be undressed or photographs taken of any marks or injuries



CONCERN FORM PART B

To be completed by the school's Designated Safeguarding Lead or deputy (D/DDSL)

Child's status with Early Help or Children's Social Care (please tick & add name where known) at time of initial report				
None	CAF	Known to Social Care	Allocated social worker	Child Protection Plan
Name of allocated worker				

Name of D/DSL reviewing the concern			
Name of person taking action	Action	Date	

Feedback given to person who raised the concern?			Y / N
Name		Date	

ANNEX H TO
CHILD PROTECTION AND SAFEGUARDING POLICY

SAFEGUARDING OVERVIEW SHEET

(To be included in the child's CP file when concerns are logged for the first time)

Name of child _____ DOB: _____

Date file created _____

Nature of concern:

Other known names _____

Address _____

Other family members:

(include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)

Are any other child protection files held in school relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant?

Name and contact number of Social Worker (Children's Social Care) or CAF details:

Name and contact number of any other agency workers involved:

Name of lead person responsible for reviewing this record:

Date to be destroyed_____

CHRONOLOGY

Pupil's Name.....

Dob.....

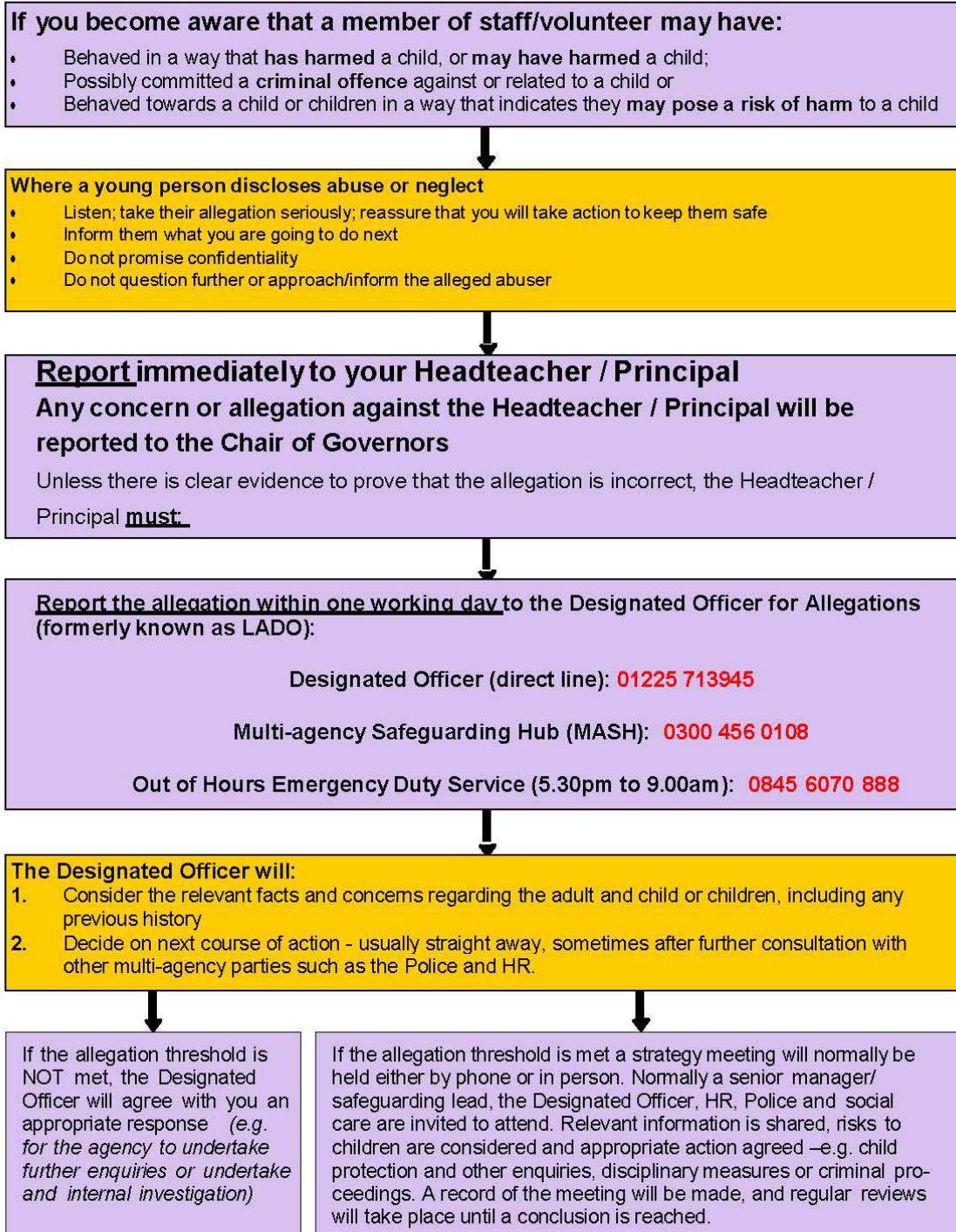
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ANNEX I TO CHILD PROTECTION AND SAFEGUARDING POLICY



ALLEGATIONS AGAINST ADULTS - Risk of harm to children

GUIDANCE FLOWCHART



NB: This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at www.wiltshirescb.org