



CHRISTIAN MALFORD
Church of England Primary School

Challenge Motivate Succeed

CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS

Safeguarding and Child Protection Policy

Approved by: Joint Local Board

Adopted: 20th March 2017

Due for review: March 2018

Christian Malford, Seagry and Somerfords' Walter Powell Schools fully recognise their responsibilities for child protection.

1. Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our schools. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our schools.

In our schools we respect our children. The atmosphere within our schools is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations (including online abuse) and how to behave in response to them.

2 Aims and objectives

Our policy applies to all staff, Local Board members, contractors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children. The Executive Principal and a designated Local Board member will complete and pass the online safe recruitment training.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

3 Procedures

We recognise that, because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. Each school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Local Safeguarding Children Board (www.swcpp.org.uk) and take account of guidance issued by the Department for Education and Skills (Keeping Children Safe in Education 2016) to:

- Ensure that all Local Board members understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils; and that they do so having regard to the contents of the statutory guidance Keeping Children Safe in Education 2016.

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. This is **Mrs J Rowe**. Mrs E Edmondson, Mrs A Kaye and Mrs L Shibley will deputise in Mrs Rowe's absence
- Ensure we have a nominated Local Board member responsible for child protection (as well as a shadow LB member for Seagry and Somerfords' Walter Powell Schools) including:
 1. Championing child protection issues within the school and liaising with the Executive Principal
 2. Having an overview of Child Protection and related policies
- Auditing safeguarding measures alongside the Executive Principal. This is **Mrs S Palmer**.
- Ensure every member of staff, volunteer, student and Local Board member knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse or neglect as well as lower level child welfare concerns, and their responsibility for recording concerns and promptly referring any concerns to the Designated Safeguarding Lead responsible for child protection and safeguarding, by:
 1. Providing new staff with a safeguarding and child protection induction including provision of the child protection policy and Code of Conduct for Safer Working Practice (ensure all staff, LB members and volunteers receive and sign for a copy of these policies)
 2. Providing all staff and volunteers with a copy of 'Keeping Children Safe in Education information for all school and college staff'.
- Ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the schools' websites.
- The schools will notify the appropriate Children's Social Care Team if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Ensure all staff and volunteers receive child protection training every three years and that lead people (Designated Child Protection Teacher and Nominated Child Protection Local Board member) are trained every two years (in accordance with Wiltshire Schools Child protection Training guidance).
- Develop effective links with relevant agencies and co, including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Ensure safe recruitment practices are always followed.
- Ensure staff and volunteers understand their responsibilities for safer working practices as outlined in Appendix 1 of this policy.
- Ensure that any allegations against members of staff with a child protection aspect are dealt with following local procedures – all such concerns to be dealt with urgently, with concerns about staff to be reported to the Executive Principal, but concerns about the Executive Principal reported to the Chair of the Local Board (see current Wiltshire Council Schools' Allegations Flowchart)
- Ensure that the school building and site are appropriately secure, with a clear record kept of any risk assessments carried out

- Ensure that other school policies which have a safeguarding element (e.g. health and safety; anti-bullying; e-safety; behaviour) are all consistent with this policy and with each other and where appropriate make cross-reference to this policy
- Carry out an annual child protection and safeguarding audit, and track progress against a safeguarding action plan, reviewed mid-year. The Local Board will receive a safeguarding and child protection report at least twice a year (based on the annual audit and review)
- Ensure all staff, Local Board members and volunteers receive and sign for a copy of this policy
- Ensure that parents receive information from the school about the responsibility placed on the school and staff for child protection.

4 Support

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The schools will endeavour to support the pupil through:

- The content of the curriculum.
- The schools' ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The schools' behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

5. Process for considering and acting on concerns about child abuse. The school recognises that it is an agent of referral and not of investigation.

There are four main types of abuse:

- Physical
- Sexual
- Neglect
- Emotional (including seeing or hearing the ill treatment of another)

All adults who work with or volunteer with children should be able to identify and act on concerns about child abuse. **Safeguarding and child protection issues can include one or more of the following:**

- Bullying or harassment (including e-safety)
- Child sexual exploitation
- Forced marriage
- Radicalisation
- Female Genital Mutilation
- Domestic Abuse

- Children missing from education
- Children missing from education, home or care
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Gangs and youth violence
- Gender-based violence
- Mental health
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Further information on each of the above can be found in Part 1 and in Appendix A of Keeping Children Safe in Education (2016)

6. Further information on:

6.1 Radicalisation

Our schools recognise:

- The positive contribution it can make towards protecting its pupils from radicalisation to violent extremism and strives to build pupil's resilience to radicalisation by promoting British values and enabling them to challenge extremist views.
- Its role in protecting the well-being of particular children who may be vulnerable to being drawn into violent extremism or crime

As with managing other safeguarding risks, if a member of school staff (including regular volunteers) has concerns about a pupil, they should follow the school safeguarding procedures and discuss with the Safeguarding Lead.

6.2 Child Sexual Exploitation

Our schools recognise that:

“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. In some case young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.” (Keeping Children Safe in Education 2016)

6.3 Female Genital Mutilation

Our schools recognise that:

“Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should consider and discuss any such case with the schools' designated lead and involve children's social care as appropriate.” (Keeping Children Safe in Education 2016)

Staff and the Local Board recognise and understand that all of the above are forms of abuse and if there were concerns that a child was at risk or a victim of one or more of these, our safeguarding and child protection procedures would be followed.

6.4 Peer on Peer Abuse

Our schools recognise that:

- Safeguarding issues can manifest themselves via peer on peer abuse
- This is most likely to include but is not limited to bullying, gender-based violence, sexual assault and sexting
- This form of abuse should never be tolerated or passed off as “banter” or “part of growing up”
- Children are encouraged to share their worries with trusted adults in the schools. This culture is promoted regularly and recognised by all who work and learn in our schools. If any child feels victimised by another peer, it will be thoroughly investigated and parents informed if necessary. All children will be supported by our team.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm from adults and other pupils.

- If there is a safeguarding concern the DSL should be informed, and will decide on any appropriate action
- A record will be made in line with our record keeping policy

Please refer to our Anti-bullying policy for details of how we support our pupils.

6.5 Children missing from education:

A child going missing from education is a potential indicator of abuse and neglect. If a member of staff or volunteers become aware of a child missing, or missing from education they need to report to the DSL immediately.

After reasonable attempts have been made to contact the family, we will follow the WSCB procedure and refer to MASH team.

If a looked after child or child subject to a CP plan goes missing, we will refer them to the MASH team within 48 hours.

Unauthorised absence procedures will be followed where a child or young person:

- Has 10 days or more continuous absence from school without an explanation and/or
- Has left school suddenly and the destination is unknown and /or
- Has not taken up an allocated school place as expected.

All such concerns will be reported to DBAT and Wiltshire Council through the Education Welfare Service.

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

6.6 Early Help

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 coordinated early help an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the Early Help process.

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 2015**.

This could include applying for an Emergency Protection Order (EPO)

6.7 Children with Special Educational Needs or Disabilities (SEND)

The schools 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 care to interpret correctly apparent signs of abuse and neglect. Indications of abuse will be reported as for other pupils.

Additional barriers can exist when recognising abuse and neglect in children with SEND. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further investigation
- children with DEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We will provide a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special educational Needs Co-ordinators (SENCOs) to identify pupils with particularly communication needs.

Wiltshire Council provides targeted support services for children with SEND who need additional support.

SEND Service 01225 757985

7. Recording and reporting concerns

Where any adult in the schools has concerns about a child they should discuss these in the first instance with the Designated Safeguarding Lead, or, in their absence, the Deputy. Discussions should be recorded on the school child welfare and CP record form, with details of the concern and any agreed action that is to be taken. The record must be signed and dated and kept securely. The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

In our schools we recognise that children will talk to an adult they know and trust and therefore our expectation is that this person will listen to the child about their concerns and then report this to the Designated Safeguarding Lead as soon as possible afterwards. The child should not then be asked to repeat their story unless the school has been advised by Children's Social Care to seek more information.

When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible after the event and reporting it urgently to the Designated Safeguarding Lead or their Deputy.

The Designated Safeguarding Lead will consider next steps to be taken, including referral to Children's Social Care.

Refer to our Record Keeping policy.

Staff will not take photographs of injuries,

8. Monitoring and review

The Child Protection designated teacher and Local Board member regularly review any incidents detailed in the child protection file. The Executive Principal monitors procedures

and the chair of Staffing and Pay Committee monitors safe recruitment procedures. This policy is reviewed annually by the Local Board and has a mid-review by designated CP teacher, deputy CP teacher and CP designated Local Board member.

9. Safer working practice

The most recent government version of the government's 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' is attached as Appendix 1. This indicates that there must be clear expectations and standards for all conduct of staff and volunteers. All members of staff and volunteers should have read, signed and understood the schools' code of conduct.

If a member of staff is dismissed due to misconduct of a safeguarding nature the school will follow all disciplinary procedures, including ensuring Disclosure and Barring Services are informed.

10. Photography and Images

Under no circumstances should staff or volunteers be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting without prior agreement from the Executive Principal.

Staff and volunteers should:

- seek parental consent for photographs to be taken or published
- 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 where there is a clear and agreed purpose for doing so
- store images in an appropriate and secure place in school.

Staff and volunteers should not:

- take images in one to one situations
- take images of pupils for their personal use.

11. Welcoming other professionals

Visitors with a professional role will have the appropriate vetting checks undertaken by their own organisation. They should provide evidence of their professional role and employment details (an identity badge for example). If necessary the school will contact the relevant organisation to verify the individual's identity.

12. Off-site visits

Appropriate risk assessments must be in place prior to an off-site visit taking place.

Any overnight visit will explicitly set out:

- sleeping arrangements
- the role and responsibility of each adult, whether employed or volunteers on/off duty arrangements
- clear expectations about boundaries and interactions with children; and expectations around smoking/drinking by adult e.g. none.

Safeguarding concerns or allegations should follow the procedure described above. The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/ or the Executive Principal, who will make a referral to the MASH or Designated Officer for Allegations (DOFA) if appropriate.

In an emergency the staff member in charge will contact the police and / or the MASH

13. Exchange visits

In our schools we will satisfy ourselves that parents/ carers who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Any adult over the age of 18 years in a host family will be subject to DBS checks as per Keeping Children Safe in Education Guidance 2016.

14. Consistency of policies

This policy should be read alongside the following other school policies:

- Behaviour Policy
- Anti-bullying Policy
- Safer Recruitment Policy
- *Record Keeping Policy (need to be reviewed)*
- Physical Restraint Policy (**Positive Handling Policy**)
- E-Safety Policy
- Health And Safety Policy
- Prevent Information

15. Policy review

This policy is reviewed annually, but was updated in November 2016 to reflect the requirements of "Keeping Children Safe in Education" 2016. It was approved by the Joint Local Board on 20th March 2017.

Useful sources:

[Working Together to Safeguard Children 2015](#)

[Keeping Children Safe in Education 2016](#)

Signed: 
Chair of the Local Board

Signed:
Executive Principal