

**CHRISTIAN MALFORD**  
Church of England Primary School

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Challenge Motivate Succeed

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# **CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS**

## **Safeguarding and Child Protection Policy**

**Approved by: Academy Council**

**Adopted: 24<sup>th</sup> May 2021**

**Due for review: March 2022**

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Policy Reviewed and updated	May 2021 by AC Safeguarding Lead
Next review (date):	March 2022

Key Safeguarding Personnel			
Role	Name	Tel.	Email
Head of Schools	Jane Thomas	01249720496	<a href="mailto:Jane.thomas@dbat.org.uk">Jane.thomas@dbat.org.uk</a>
Designated Safeguarding Lead (DSL)	Jane Thomas	01249720496	<a href="mailto:Jane.thomas@dbat.org.uk">Jane.thomas@dbat.org.uk</a>
Deputy DSL(s) (DDSL)	Christina Brugger Lisa Shibley Viv Tugwell	01249720797 01249720213 01249720496	<a href="mailto:Christinabrugger.seagry@dbat.org.uk">Christinabrugger.seagry@dbat.org.uk</a> <a href="mailto:Elizabethshibley.SWP@dbat.org.uk">Elizabethshibley.SWP@dbat.org.uk</a> <a href="mailto:vtugwell@christianmalford.wilts.sch.uk">vtugwell@christianmalford.wilts.sch.uk</a>
Nominated Academy Council Member	Julia Harle	01249 721706	<a href="mailto:JuliaHarle.cmalford@dbat.org.uk">JuliaHarle.cmalford@dbat.org.uk</a>
Chair of Academy Council	David Cain	07774 150426	<a href="mailto:Davidcain.cmalford@dbat.org.uk">Davidcain.cmalford@dbat.org.uk</a>
Designated Teacher for Looked After Children	Jane Thomas (Deputies) Christian Brugger Lisa Shibley	See above	See above
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2016)			

Early Help - single point of entry: 01225 718230

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH):  
03004560108

Out of hours: 08456070888

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

## Vision statement

***A Christian values-led education that provides opportunities to enjoy 'life in all its fullness' through inspirational staff leading personalised learning, and encouraging aspirational pupils who have respect for themselves, others and their environment.***

Christian Malford, Seagry and Somerfords' Walter Powell Schools fully recognise their responsibilities for child protection. We are committed to Safeguarding and aim to create a culture of vigilance.

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 (2019)
- The Procedures of Wiltshire Safeguarding Children Board
- See Appendix 1 for further relevant guidance documents

## 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 teach our pupils about safeguarding so that they know how to recognise when they are at risk and how to get help when they need it.

### **Curriculum – teaching about safeguarding**

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares 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 within peer relationships (positive relationships and consent)

## 2 Aims and objectives

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

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children. The Head of Schools and a designated Academy Council 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.
- As key strategic decision makers and vision setters for the school, the **Academy Council** will make sure that our policies and procedures are in line with national and local safeguarding requirements. **Academy Council members** will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Code of conduct D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Prevent Staff training Whistleblowing	Child voice Children Missing out on education and Children Missing Education (CME) 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 /WSCB procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding leads (DDSLs) <b>Designated LAC teacher (even if there are no LAC on roll)</b>

### 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.
- Be aware of the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/ or welfare – this is known as Contextual

Safeguarding and is referred to in KCSE (2019) and Working together to Safeguard Children (2018). See appendix 1

We will follow the procedures set out by the Local Safeguarding Children Board ([www.swcpp.org.uk](http://www.swcpp.org.uk)) and take account of guidance issued by the Department for Education and Skills (Keeping Children Safe in Education 2019) to:

- Ensure that all Academy Council 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 2019.
- Ensure we have a Designated Safeguarding Lead person for child protection who has received appropriate training and support for this role. This is Jane Thomas. Christina Brugger, Elizabeth Shibley and Viv Tugwell will deputise in Jane Thomas' absence
- Ensure we have a nominated Academy Council member responsible for child protection (as well as a shadow AC 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
  3. Auditing safeguarding measures alongside the Head of Schools. This is Julia Harle. Benn Griffin will be the shadow AC child protection member.
- Ensure every member of staff, volunteer, student and Academy Council 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, AC 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 Safeguarding Lead person and Nominated Child Protection Academy Council 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 Head of Schools, but concerns about the Head of Schools reported to the Chair of the Academy Council (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 Academy Council will receive a safeguarding and child protection report at least twice a year (based on the annual audit and review)
- Ensure all staff, Academy Council members and volunteers receive and confirm having read 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
- Honour -based violence
- Radicalisation
- Female Genital Mutilation
- Domestic Abuse
- Children missing from education
- Children missing from education, home or care
- Criminal exploitation of children – county lines
- 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 (2019)

Staff and the Academy Council 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.

#### **Further information on:**

### **6. 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. Our schools follow their duties under the Counter Terrorism and Security Act 2015 (The Prevent Duty)

### **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 2019)

### **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
  - can affect any vulnerable adult over the age of 18 years;
  - can still be exploitation even if the activity appears consensual;
  - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
  - can be perpetrated by individuals or groups, males or females, and young people or adults; and
  - is typified by some form of power imbalance in favour of those perpetrating the exploitation.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **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 2019)

Summary: Mandatory reporting of FGM\* Duty applies to regulated health and social care professionals and teachers in England and Wales. Requires these professionals to make a report to the police if, in the course of their professional duties, they: • are informed by a girl under 18 that an act of FGM has been carried out on her; or • observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

### **So-called ‘honour-based’ violence**

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

### **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 Designated Safeguarding Lead person 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.

**UKCCIS Guidance:** Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)

### **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.
- Parents/ Carers should ensure that the school has at least two emergency contacts for their child.

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.

**Where a child has poor attendance, the school works closely with the parents and carers to encourage regular attendance and discusses the reasons why this is important and the impact that it has on a pupil’s attainment and progress. We liaise closely with the Education Welfare officer.**

### **Looked after children and previously looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

### **The designated teacher**

The Academy Council has appointed a designated teacher who will work with local authorities to promote the educational achievement of registered pupils who are looked after.

Designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

### **Private fostering- LA notification when identified**

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

### **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 2019**.

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

**Early Help Single Point of Entry: 01225 718230**

### **Children with Special Educational Needs or Disabilities (SEND)**

The schools recognise that for a variety of reasons, children with special educational needs and disabilities can face additional safeguarding challenges, 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 SEN 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 (SENCO's) 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. Record Keeping and Information sharing:**

Our schools will:

- keep 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. Appendix 4
- ensure all pupil safeguarding and child protection records are kept securely in a locked location.
- ensure the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the local authority's Record Keeping Guidance which includes details about file retention.

Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing 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.

When we become aware that a pupil 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.

### **Escalation policy**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if a child's situation does not appear to be improving or if they do not feel a decision is right. In such cases the WSCB escalation policy is used.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

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.

**Concern sheets are located in the staffrooms and the school offices. Once completed they are handed to the DSL / DDSL who is then responsible for actioning and filing them.**

Refer to our Record Keeping policy.

Staff will not take photographs of injuries,

## 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 Designated Safeguarding Lead person or their Deputy.

If a staff member feels unable to raise an issue with DSL or DDSL 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 e-mail [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- A member of the Academy Council: Julia Harle

## 8. Training

All members of staff and volunteers have read, signed and understood the school's Code of Conduct.

We ensure our foundation and advanced training attended meets the minimum standards set out by WSCB in the document 'WSCB recommended minimum standards for child protection training'.

### Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures at induction. Our induction 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
- 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.

### Foundation training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

#### Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding fora with other D/DSLs.

#### **Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

#### **Prevent**

All staff receive Prevent training.

#### **Staff support**

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.

#### **Academy Council**

Academy Council members undertake the school's Induction programme. They may choose to complete face to face training for governors provided by Wiltshire Council. In addition, Academy Council members may choose to attend whole school safeguarding and child protection training.

### **9. Monitoring and review**

The Academy Council ensures that safeguarding is an agenda item for every full Academy Council meeting. It is also an agenda item at each Curriculum and Standards meeting. The Head of schools ensures that safeguarding is an agenda item at staff meetings. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated AC member meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

### **10. 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.

### **11. 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 Head of Schools.**

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

## 12. 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.

## 13. 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 Head of Schools, 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**

## 14. 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.

## 15. 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

**Signed:** .....  
**Chair of the Academy Council**

**Signed:** .....  
**Head of Schools**

**Date:**

**Useful links:**

**[Working Together to Safeguard Children 2018](#)**

**[Keeping Children Safe in Education 2019](#)**

## Appendix 1: Specifics relating to Pre-schools

1. **Safeguarding Leads:** The pre-school managers are the Early Years Safeguarding Leads: Acorns Pre-school – Paula Jenkins. Seagry Pre-school –Somersfords Walter Powell – Joy Finch. If the safeguarding concern relates to the manager of the pre-school the school Safeguarding Lead or Deputy Safeguarding Lead should be contacted. Details in Safeguarding Policy.

2. **Picking up pre-school children:** All pre-school children must be collected by an individual who is over 16 years old. It must have been agreed with the pre-school in advance if the child is to be collected by someone who does not have parental responsibility. The individual must be able to identify themselves to pre-school staff by a pre-agreed method e.g. password.

3. **Off-site:** If the children are to go off-site e.g. Forest School, Welly Walk or a trip then a full risk assessment will be carried out to ensure the safety of the children.

4. **Uncollected children:** If a child has not been collected at the appropriate time, staff will use contact details to call the emergency contacts for the child. School will be notified. Two members of pre-school staff will wait with the child until the child is collected. If the pre-school staff have to leave the child will be brought into school to wait.

5. **Encompass:** The pre-schools are included in the Encompass scheme whereby the Safeguarding Lead, Deputy Safeguarding Lead and Early Years Safeguarding Lead is notified confidentially if a safeguarding risk has been identified by another agency that could impact on a child registered at the pre-school.

## Appendix 2

### Definitions, signs and symptoms of the four kinds of abuse and neglect: Indicators of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Appendix 3

#### 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 a number of 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.

#### **Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2019.**

This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis. Keeping Children Safe in Education (2019), paragraph 75 states that: 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe - 'This includes allowing practitioners to share information without consent.'

**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 the 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.

**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.

#### **Disqualification under the Child Care Act 2006 (as amended 2018)**

In schools that work with children between 8 and 18 years old, the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

#### **Contextual Safeguarding:**

Recent research included in Keeping Children Safe in Education 2019 is the research on safeguarding adolescents, particularly in their social settings beyond school. The research shows how important it is that the assessments of children consider all of their social sphere, not only that at school. More information can be found on the Contextual Safeguarding Network's website: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>.



## Appendix 4

**DOs and DON'Ts****When responding to a disclosure of abuse****DO:**

- **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.**
- use the '**tell me**', '**explain**', '**describe**' and/or mirroring strategy.
- **tell** the child what you are going to do next.
- **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.

**DO NOT:**

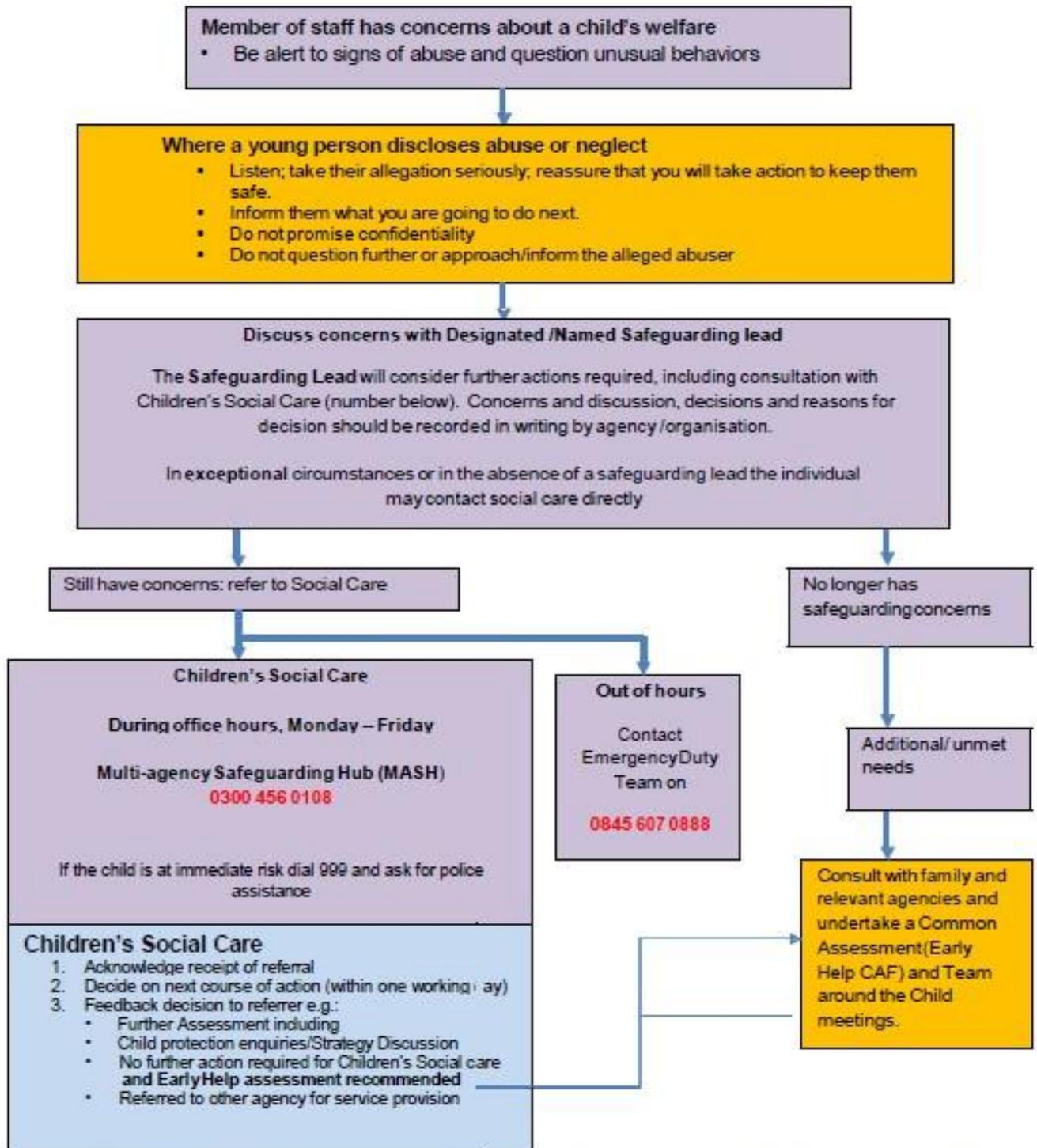
- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking.
- ask the pupil to write an account.
- interview the pupil and try to investigate the allegation yourself.
- ask another adult to witness the disclosure.
- promise confidentiality e.g. say you will keep 'the secret'.
- approach or inform the alleged abuser.

## Appendix 5



## 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](http://www.wiltshirescb.org)

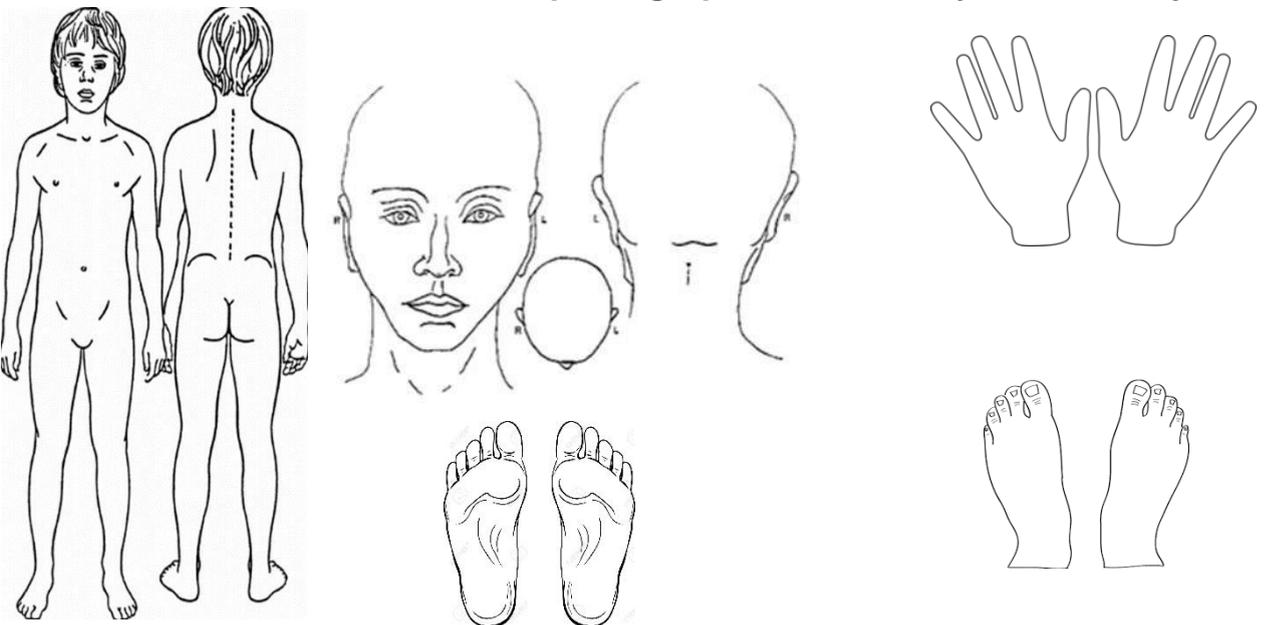
## Appendix 6 Concern Form – Part A

Complete **Part A** this form every time you have a concern about a pupil.  
The Designated/Deputy Safeguarding Lead will complete **PART B**

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

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

**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/Deputy Safeguarding Lead

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				

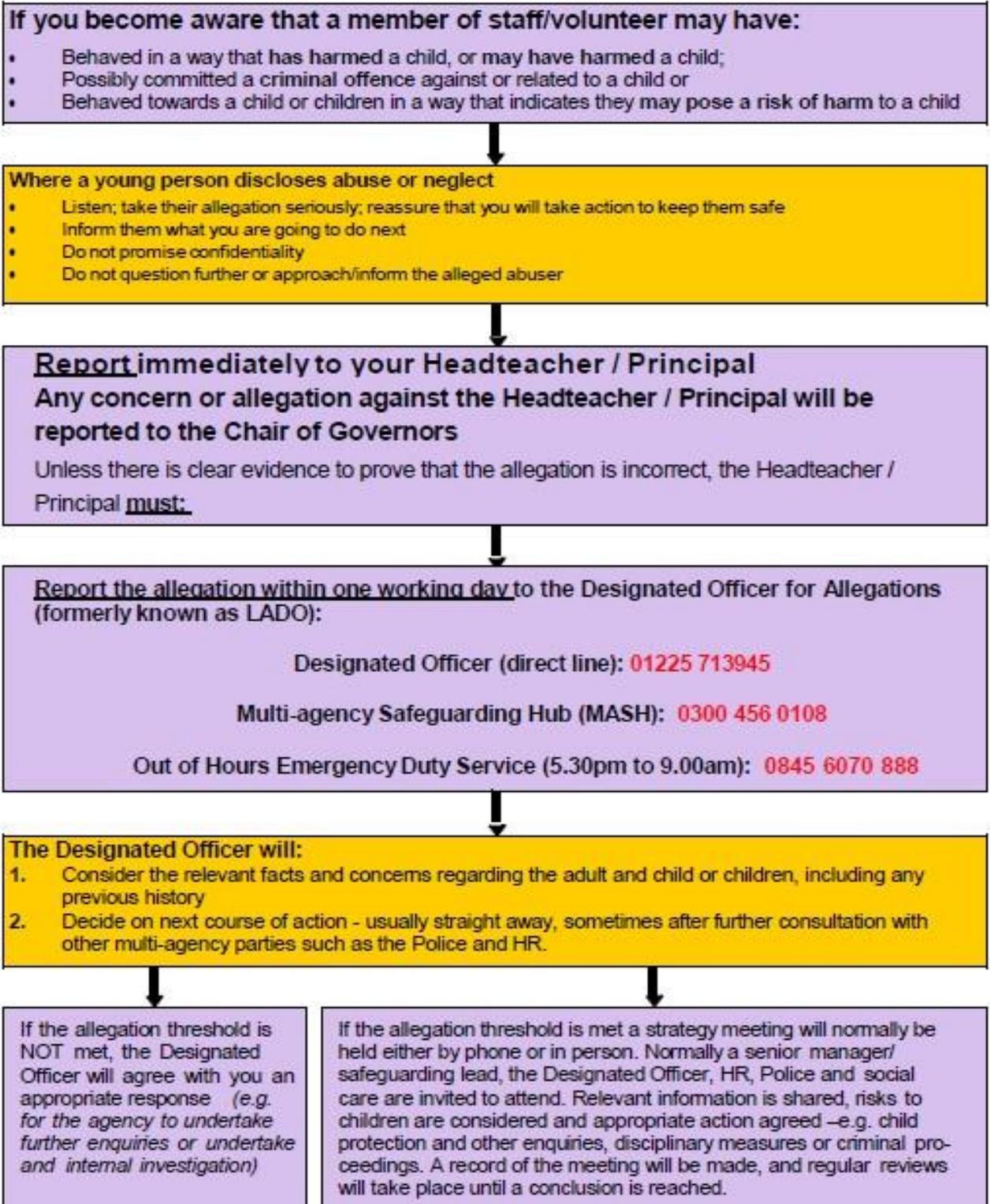
Name of D/DSL reviewing the concern			
Name of person taking action	Action	Date	

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

## Appendix 7



**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.wiltshirelscb.org](http://www.wiltshirelscb.org)