

# Safeguarding and Child Protection Policy

Dauntsey's School fully recognises its responsibilities for safeguarding and child protection.

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Policy Owner:	A. L. Jackson - Deputy Head Pastoral

Key Safeguarding Personnel			
Role	Name	Telephone	Email
Head Master	Mr M. Lascelles	01380 814503	headmaster@dauntseys.org
Designated Safeguarding Lead (DSL)	Mrs A. L. Jackson	01380 814508	a.jackson@dauntseys.org
Deputy DSLs (DDSL)	Miss E. S. Conidaris Mr G. P. James	01380 814557 01380 814500	e.conidaris@dauntseys.org g.james@dauntseys.org
Nominated Governor	Mrs Veryan Nield	01380 814500	v.nield @dauntseys.org
Chairman of Governors	Mrs L. Walsh Waring	01380 814500	l.walshwaring@dauntseys.org
Designated Teacher for Looked After Children (LAC)	Mrs A. L. Jackson	01380 814508	a.jackson@dauntseys.org
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2020)			

If you believe a child has suffered or is likely to suffer significant harm, Children's Social Care must be contacted immediately:

**Children's Social Care referrals:** Multi-Agency Safeguarding Hub (MASH): 0300 456 0108

Out of hours: 0300 456 0100

**Wiltshire Designated Officer for Allegations (DOFA):** 01225 713945

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

## Introduction

Dauntsey's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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 (2020)
- Non-statutory interim guidance: [COVID-19: safeguarding in schools, colleges and other](#)
- The Procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
- Prevent Duty Guidance for England and Wales (March 2015)
- National Minimum Boarding Standards

See Appendix 1 for further relevant guidance documents

Dauntsey's School Safeguarding and Child Protection Policy reflects the ethos of the School, which is to respect the individuality and integrity of a pupil while recognising that while in a community there must, inevitably, be sensible rules and regulations. Dauntsey's School is fully committed to equal opportunities and makes no distinction by gender, sexual orientation, race, religion, culture or disability. Pupils from widely differing backgrounds are warmly and equally welcomed to the School community.

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.
- early help or intervention is promoted.

Where a child is suffering harm, or is likely to do so, immediate action will be taken to protect the child. Action will also be taken to promote the welfare of a child in need of early help or intervention, even if they are not suffering harm or are not at immediate risk, through inter-agency assessment using local processes, including use of the Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches. Dauntsey's School has a responsibility to have in place a process, in line with those from the Safeguarding Vulnerable People Partnership (SVPP), for responding to allegations made against those who work with children on a paid or voluntary basis.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm due to abuse by one or more pupils, a referral will be made to the MASH. Where bullying is thought to have taken place but a child has not suffered significant harm or is not likely to suffer significant harm the School's anti-bullying policy will be followed. In all circumstances the welfare of the children concerned will be the first priority. In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, will be treated as being "at risk".

## Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- acting to enable all children to have the best life chances
- preventing impairment of children's mental and physical health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social and economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Anti-Bullying Policy
- Code of Conduct (Policies for Staff, Pupils and Governors)
- Complaints Policy
- Complementary Curriculum and Personal and Social Education Policy
- Cyber Bullying Policy
- Equal Opportunities Policy
- Health and Wellbeing Policy
- ICT Acceptable Use Policy for Staff and Pupils
- Mental Health and Wellbeing Policy
- Missing Child Procedure
- Policy and Procedures on Peer on Peer Abuse
- Policy and Procedures to deal with Sexting
- Rules, Rewards and Sanctions
- SEND Policy
- Sex Education Policy
- Teaching and Learning Policy
- Use and Abuse of Technology Policy
- Whistleblowing Policy

**This policy applies to all staff in our school.**

For the purposes of this policy:

- **Staff** refers to all those working for, or on behalf of, the School, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in School (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all pupils on the School roll.

**Any safeguarding concerns or disclosures of abuse relating to a child either at School or outside of School hours are within the scope of this policy.**

## Designated Safeguarding Lead (DSL)

The School's Governing Body has appointed a member of staff of the School's SMT with the necessary status and authority, Designated Safeguarding Lead, to be responsible for matters relating to child protection and welfare.

The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

The main responsibilities of the Designated Safeguarding Lead are set out in Appendix 7.

If the Designated Safeguarding Lead is unavailable, his/her duties will be carried out by one of the Deputy Designated Safeguarding Leads.

In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Lead where the Designated Safeguarding Lead is unavailable.

## Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2020). All staff working directly with children have also read Annex A.

## Governors

As key strategic decision makers and vision setters for the School, the governors will make sure that the policies and procedures are in line with national and local safeguarding requirements. Governors will work with the SMT 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 (and Annex A for staff working directly with children) Looked After Children (LAC) Online safety training for staff Prevent Relationships and sex education (RSE) Staff training and regular updates Whistleblowing	Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Ensure that all the Policies & Procedures (listed on Page 3) are in place. Female Genital Mutilation (FGM) Honour based abuse (HBA) Forced Marriage Peer on Peer abuse Mental Health Reporting abuse/SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding Lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

### Allegations management

The chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the Head Master.

### Boarding Governor

In addition to a nominated governor for safeguarding there is a nominated boarding governor who monitors the welfare of the pupils who board at school.

### Audit

The nominated governor (NSG) for safeguarding will liaise with the Head Master and the D/DSL to complete an annual safeguarding audit return to the local authority.

## **Safer Recruitment**

The governors monitor the School's safer recruitment practice, and at least two governors are trained in safer recruitment at any one time.

### **Mandatory Procedure**

#### **Safer recruitment**

All staff are subject to safer recruitment processes and checks and the School follows the guidance set out in Part 3 of KCSiE 2020.

At Dauntsey's, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the School.
- all members of the governing body.

See also Training (page 14).

#### **Code of conduct**

Dauntsey's is committed to positive academic, social and emotional outcomes for the pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil relationships
- communications including the use of social media

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

## **Visitors**

All visitors sign in and out using INVENTORY, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in School.

Scheduled visitors in a professional role (e.g. fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at School.

If the visit is unscheduled and the visitor is unknown to the School, we will contact the relevant organisation to verify the individual's identity, if necessary.

## **Curriculum - teaching about safeguarding**

The 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 curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection such as online safety including when accessing remote learning
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

## **Early help**

At Dauntsey's, all staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL. As soon as the criteria are met, we refer to Wiltshire Early Help Service to ensure intervention at the earliest possible stage.

The D/DSL uses:

- The guidance on the Wiltshire Pathway website and the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

## **Identifying the Signs**

All staff know how to recognise, and are alert to, the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2020) and Appendix 6. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2020).

## **Responding to Concerns/Disclosures of Abuse**

All staff adhere to DOs and DON'Ts when concerned about abuse or when responding to a disclosure of abuse (Appendix 2). Flowcharts provided by the SVPP that set out the required procedures for staff to follow when they have a safeguarding concern are displayed in staff areas.

All staff record any concern about, or disclosure by, a pupil of abuse or neglect and report this to the D/DSL. It is the responsibility of each adult in School to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

In some circumstances, the D/DSL, or member of staff, seeks advice by ringing the MASH for advice. (Appendix 3)

During term time, the DSL or DDSL is always available during School hours for staff to discuss any safeguarding concerns.

The voice of the child is central to the safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

If concerns are raised or if there is an allegation of abuse or if a child is likely to suffer serious harm the DSL will report this to the MASH as soon as possible and within 24 hours of disclosure.

Should concerns be raised about a child in need the DSL will seek appropriate support from an external agency. Informal discussions with the MASH take place without names being given should the DSL require advice and guidance about the welfare of a child.

## **Missing Children and Children Missing Education**

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing - whereabouts unknown or
- Missing education - (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The DSL shares any unauthorised absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and refers to the MASH team as appropriate.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

## **Special Education Needs and Disability (SEND)**

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

Staff recognize that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying. To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

## **Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM.

Where an act of FGM appears to have been carried out, the case will be reported to the police by the member of staff who discovers it, as required by law. The number to call is 101.

## **Peer on Peer Abuse**

All of our pupils have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as ‘banter’ or seen as part of growing. It is likely to include but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting
- ‘upskirting’ or any picture taken under a person’s clothing without their permission or them knowing to obtain sexual gratification or cause humiliation or distress
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in Rules, Rewards and Sanctions.

Any pupil who may have been victimised and/or displayed such harmful behaviours along with any other child affected by peer on peer abuse will be supported through the School’s pastoral system and the support will be regularly reviewed. Both the alleged victim and alleged perpetrator are treated as a safeguarding concern and support is provided by the school for both individuals.

We minimise the risk of peer on peer abuse by providing

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education.
- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider factors present in a child’s life.

## **Domestic Abuse**

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

## **Mental Health**

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood.

Staff are aware of how:

- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

## **Preventing Radicalisation**

Protecting children from the risk of radicalisation is seen as part the School's wider safeguarding duties and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately, and this may include making a Prevent referral to the Channel support programme or to the MASH.

## **Serious Violence**

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be vulnerable to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

## **Off-site Visits and Exchange Visits**

We carry out risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns, or allegations that happen offsite, staff will follow the procedures described above and the SVPP flowcharts as appropriate.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

## **Exceptional Operating Circumstances**

If the school is required to change the way we offer our provision to children due to exceptional circumstances e.g. during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children, and families are provided with written:
  - amended DSL arrangements as required (names, location and contact details)
  - temporary changes to procedures for working with children e.g. online.
  - amended procedures for reporting concerns
  - safeguarding training arrangements
  - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

## **Record Keeping and Information Sharing**

The School:

- liaises with partner organisations to ensure any safeguarding records for learners are shared on transition:
  - by the setting/school/organisation previously attended by the child.
  - by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the DSL liaises regularly with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate. (Appendix 4)
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing - Department for Education (DfE) (2018) and in line with the Wiltshire Council'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.

The School is 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 of Concerns**

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

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol and escalation policy is used if necessary.

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

## **Whistleblowing**

All staff can raise concerns about poor or unsafe practice and potential failures in the School safeguarding regime. The whistleblowing procedures, as described in the Whistleblowing Policy, are in place for such concerns to be raised with the Senior Management Team (SMT).

If a staff member feels unable to raise an issue with SMT or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
- Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- The Chairman of Governors.

## **Managing Allegations Against Adults**

Dauntsey's follows the procedure set out in the SVPP 'Allegations Against Adults' flowchart. Where anyone in the School has a concern about the behaviour of an adult who works or volunteers at the School, they must immediately consult the Head Master, who will refer to the Designated Officer for Allegations (DOFA).

All staff must remember that the welfare of a child is paramount and must not delay raising concerns regardless of whether a report could jeopardise their colleague's career.

Those wishing to voice concerns about safeguarding to the Head Master rather than to the DSL should feel free to do so. What is important is that all information relating to safeguarding issues is passed on and not ignored.

Should circumstances be such that it is difficult for the member of staff or volunteer to contact the DSL or Deputy DSL, e.g. the member of staff/volunteer is accompanying pupils on a trip during School holidays, the member of staff should contact the appointed contact person at School and they will then contact either the DSL or the Head Master.

If an allegation is made against the DSL the member of staff receiving the allegation must immediately inform the Head Master. Should he be absent the allegation should be passed to the Chair of Governors.

It is the Head Master's role to handle all allegations about staff.

Should the Head Master be subject to allegation or suspicion the matter should be referred immediately to the Chair of Governors without notifying the Head Master first.

Should the need arise anyone can make a referral to Children's Social Care and/or the police if necessary. Where a member of staff makes a referral directly, s/he should inform the DSL as soon as possible thereafter.

## **Training**

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

The School ensures that training attended meets the minimum standards set out by SVPP in the document 'SVPP recommended minimum standards for child protection training'.

### **Induction**

The welfare of all the pupils is of paramount importance. All staff, including volunteers, are informed of our safeguarding procedures including online safety at induction. The 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.

### **Safeguarding 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.

## **Preventing Radicalisation**

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 member of SMT and to seek further support as appropriate.

## **Governors**

Governors undertake the School's Governors' Induction programme and have online safeguarding training and updates. They may choose to complete face to face training for governors provided by Wiltshire Council or other external courses. In addition, governors may choose to attend whole school safeguarding and child protection training.

## **Monitoring and Review**

Governors ensure that safeguarding is an agenda item for every full governing body meeting.

The Head Master ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually, or earlier, as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every term to monitor the effectiveness of this policy.

The Safeguarding Governor carries out a safeguarding audit annually which is presented to the June Full Board Meeting.

## Appendix 1

### 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 2015.** 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.

**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.

**Mental Health and Behaviour in Schools (2018)** advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

**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.

## **DOs and DON'Ts**

### **when responding to a disclosure of abuse**

#### **DO:**

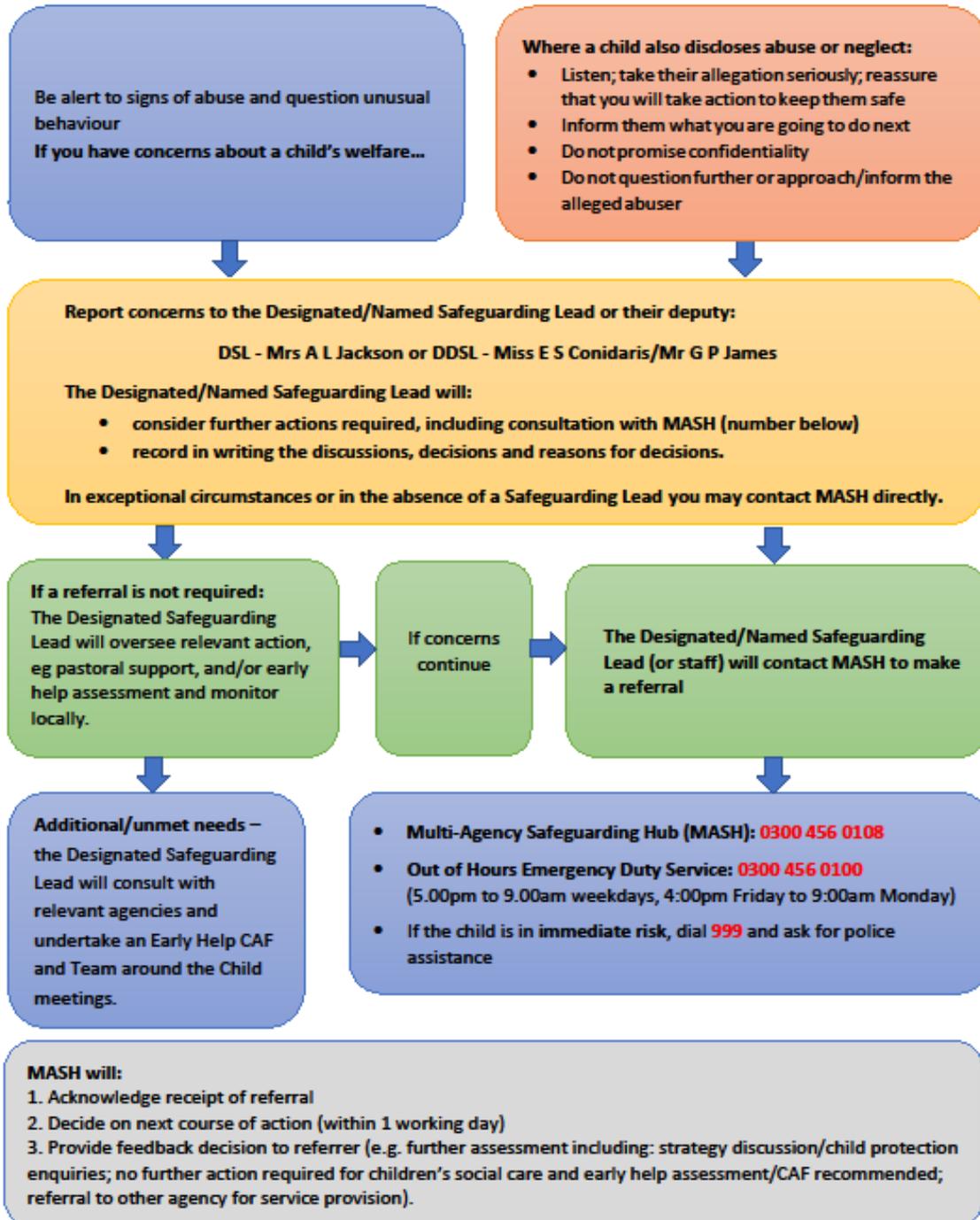
- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully.**
- use the **'tell me', '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.

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

for staff, volunteers and visitors in all agencies and settings



This flowchart is intended for use as a brief guide. Refer to the DfE Guidance [What to do if you are worried a child is being abused](#) for more information, definitions and possible indicators of abuse (including child sexual exploitation).

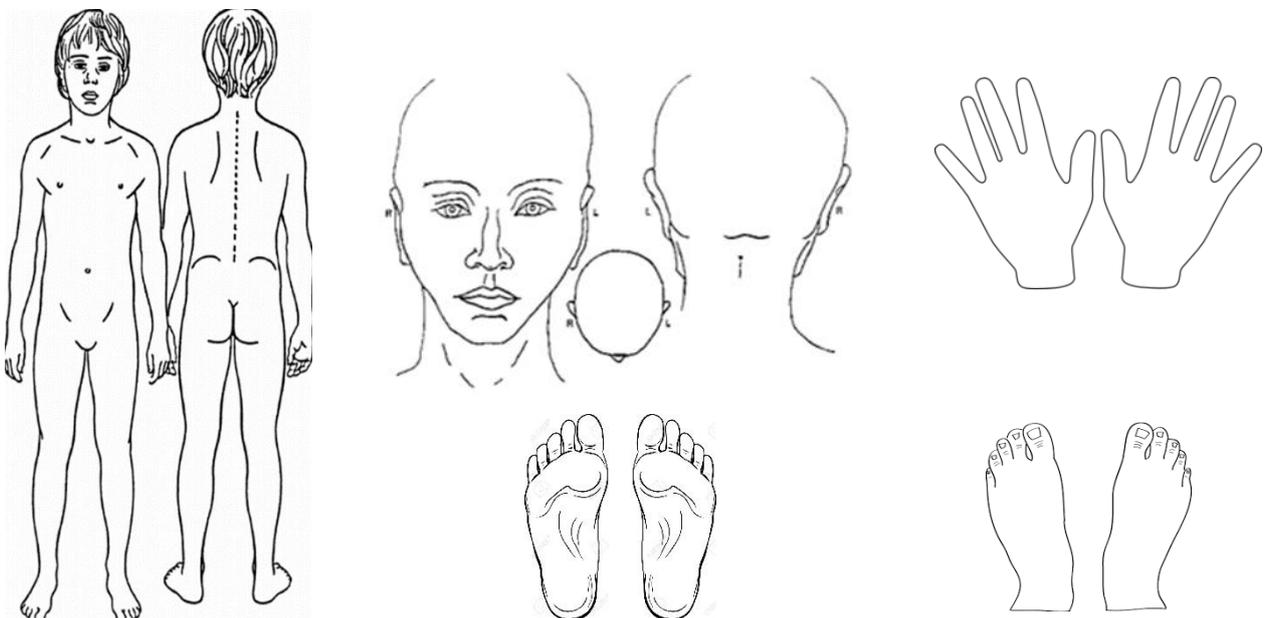
### Concern Form – Part A

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

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

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



## Concern Form – Part B

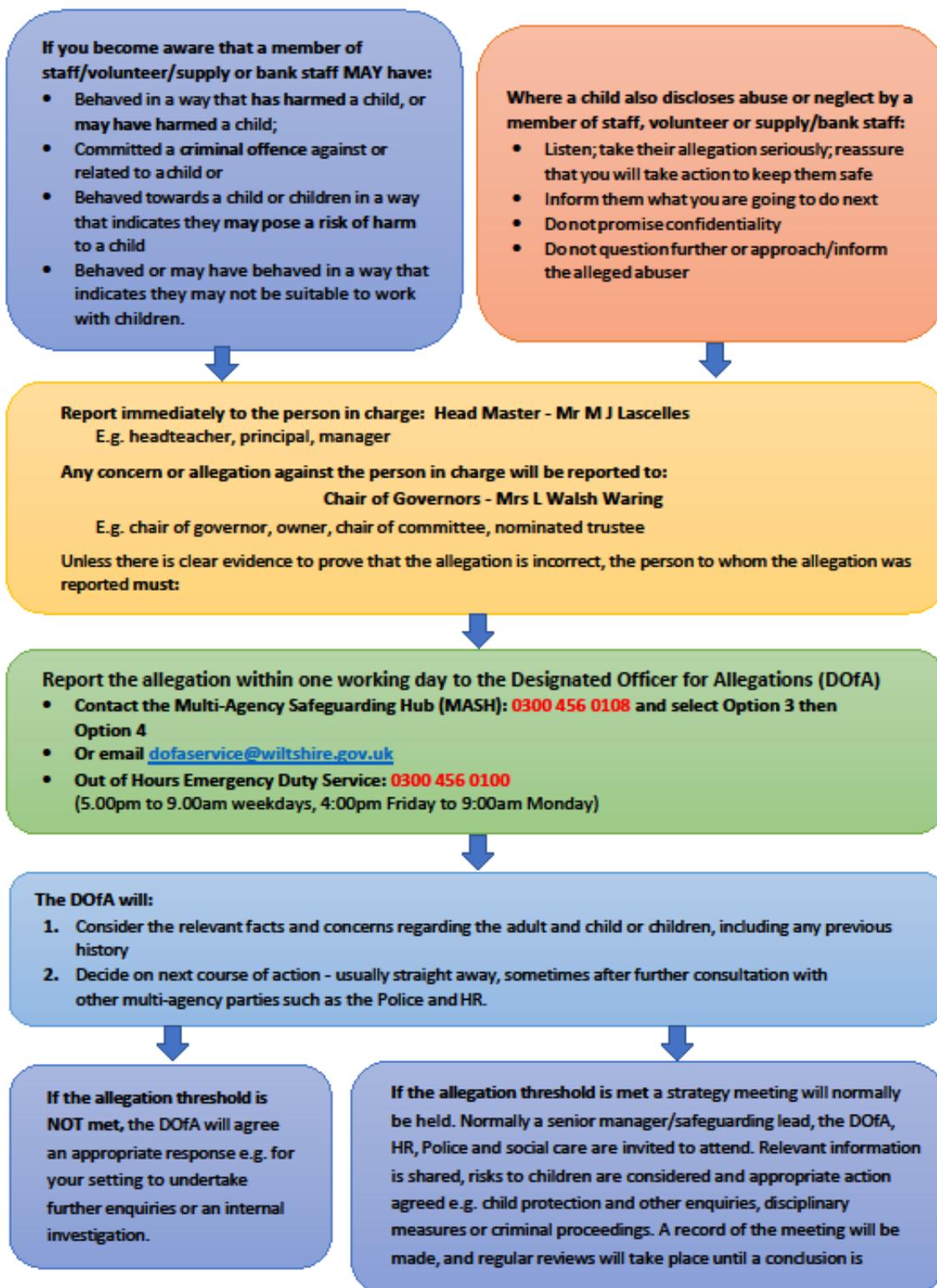
To be completed by the school's Designated/Deputy Safeguarding Lead

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
<b>Name of allocated worker</b>				

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

## Allegations against adults in education settings: risk of harm to children (including schools, early years and alternative provision settings)



Reviewed: September 2020

## Appendix 6

### **KCSIE 2020 states that:**

19. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

## **UNDERSTANDING AND IDENTIFYING ABUSE AND NEGLECT**

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

### **Types of Abuse and Neglect**

**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. They may be abused by an adult or adults or another child or children.

There are four main categories of abuse and neglect:

**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 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 (including via the internet). DfE advice 'Searching, Screening and Confiscation at School' 2014 and the UK Council for Child Internet Safety Guidance 'Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People' 2016 provides further advice on dealing with sexting but if a sexting incident is suspected the DSL should be informed immediately. 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 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.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the

right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected. These are detailed below but it is important to be aware that additional barriers can exist when recognising abuse and neglect in children with special educational needs. Assumptions can be made that indicators of possible abuse such as behaviour, mood and injury, relate to the child's disability rather than anything else. There may be barriers to communication in children with SEN and these children can be disproportionately impacted by things like bullying.

**Some of the following signs might be indicators of abuse or neglect:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

**Some of the following signs may be indicators of 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.

### **Some of the following signs may be indicators of 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.

### **Some of the following signs may be indicators of 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.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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 do not take part in education.

### **Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent

to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

**Some of the following signs may be indicators of 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.

**The types and indicators of abuse often overlap with each other and staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events.**

## Appendix 7

### The Designated Safeguarding Lead

1. In accordance with Annex B of Keeping Children Safe in Education, the main responsibilities of the Designated Safeguarding Lead are:

#### 1.1 Managing referrals

- (a) To take the lead responsibility for referring all cases of suspected abuse of any pupil in the School to children's social care.
- (b) To take the lead responsibility for referring to the Designated Officer for Allegations (DOFA) all child protection concerns which involve a member of staff or volunteer.
- (c) To take the lead responsibility for making referrals to the Disclosure and Barring Service (DBS) where a member of staff, student, volunteer or Governor is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.

ISI Commentary on the Regulatory Requirements quotes:

222. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report when required constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required, nor can an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. **Schools are asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of safeguarding concerns.**

223. Independent schools are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in *Teacher misconduct: the prohibition of teachers* (October 2015). Further guidance is published on the TRA website.

Alternative accommodation will be found for a suspended member of the boarding staff.

- (d) To take the lead responsibility for making referrals to the police where a crime may have been committed.
- (e) Liaising with the Head Master in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School.

(f) To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

## 1.2 Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;<sup>118</sup>
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **1.3 Raising awareness**

(a) Ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.

(b) Ensure this policy is available publicly.

(c) Ensure that parents are aware that referrals about suspected abuse of neglect may be made to children's social care and the School's role in this.

(d) Maintain links with the Safeguarding Vulnerable People Partnership (SVPP) to ensure staff are aware of training opportunities and the local policies on safeguarding.

(e) Facilitate induction training for new staff to include:

- this policy;
- the Staff Code of Conduct;
- the Pupil Code of Conduct (behavioural policy)
- the Whistleblowing Policy;
- the identity and contact details of the Designated Safeguarding Lead and Deputies together with details about their role;
- the safeguarding response to children who go missing from education
- online safety
- child protection training in accordance with Safeguarding Vulnerable People Partnership (SVPP) procedures;
- a copy of Part 1 & Annex A of Keeping Children Safe in Education (Sept 2020)

(f) Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt obtained.

(g) In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities:

(i) Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;

(ii) Co-ordinating Prevent duty procedures in the School;

(iii) Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;

(iv) Maintaining an ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and

(v) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

2. The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding lead is unavailable

3. The Designated Safeguarding Lead has undertaken child protection training and training in inter-agency working and will attend refresher training at two-yearly intervals.