

1707

# WARMINSTER SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

Date of Issue: 1 September 2021 (Updated December 2021)  
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Responsible Persons: DSL, Deputy Head and Head of the Prep School  
References:

- Section 11(4) of the Children Act 2004 which requires each person or body to which section 11 duty applies to have regard to any guidance given to them by the Secretary of State: and
- Section 16 of the Children Act 2004, which states that local authorities and each of the statutory partners must, in exercising their functions relating to Local Safeguarding Children Boards, have regard to any guidance given to them by the Secretary of State.
- Wiltshire Multi Agency Child Protection Procedures
- ‘Working Together to Safeguard Children’ (2018) (WTSC)
- Keeping Children Safe in Education (2021) (KCSIE)
- Prevent Duty (2021)

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<b>KEY SAFEGUARDING PERSONNEL</b>			
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<b>Deputy DSL (DDSL)</b>	<b>Phil Titley</b>	<b>01985 210201/077 93 837455</b>	<b>ptitley@warminsterschool.org.uk</b>
<b>Nominated Governor</b>	<b>Charles Goodbody</b>		<b>Contact details available from Katie Mines, Bursar</b>
<b>Chair of Governors</b>	<b>Ian McComas</b>		<b>Contact details available from Katie Mines, Bursar</b>
<b>Designated Teacher for Looked After Children</b>	<b>Sarah Shanks</b>	<b>As above</b>	<b>As above</b>
<b>Senior Mental Health Lead (non-mandatory)</b>	<b>Sarah Shanks</b>	<b>As above</b>	<b>As above</b>
<b>The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2021)</b>			

**Children's Social Care referrals:**

Multi-Agency Safeguarding Hub (MASH): 0300 456 0108  
 Out of Hours Emergency Duty Service (5.00pm to 9.00am Weekdays, 4:00pm Friday to 9:00am Monday): 0300 456 0100

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

**Wiltshire Designated Officer For Allegations (DOFA):**

01225 713945

**Early Help Single Point of Entry:**

01225 718230

This policy should be read alongside the following school policies:

Code of Conduct for Safe Practice (Staff Behaviour)

Low Level Concerns

Peer on Peer Abuse

Sexual Harassment and Sexual Violence Policy

Whistleblowing policy

Anti-bullying policy

E-Safety Policy

Health and Safety at Work Policy

Behaviour, Rewards, Sanctions and Discipline Policy

Missing Children Policy

Supervision Policy (Prep School)

Behaviour and Discipline – Prep (Prep staff only)

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## **I. INTRODUCTION**

This policy is drawn up in accordance with Wiltshire Council and locally agreed inter-agency procedures. Copies are available on the school website or on request from the school office.

Warminster School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2021)
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- National Minimum Standards (2015)

**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.

Safeguarding children 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 whole-school preventative approach to keeping children safe, including online that incorporates pupil health and safety; school behaviour management and preventing peer on peer abuse; supporting pupils with medical conditions; Relationships, Sex and Health (RSHE) education and Personal, Social, Health, Economic (PSHE) 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 policies outlined on page 3.

**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 regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

**Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of**

## **school and online are within the scope of this policy.**

The DSL(s) works closely with the Wiltshire Safeguarding Vulnerable People Partnership (WSVPP) to ensure that we operate safe recruitment procedures. We follow the recommended procedures and take into account any guidance issued by the Department for Education such as DBS checks, *Keeping Children Safe in Education 2021* and compliance with Independent School Standards Regulations.

Warminster School is a caring community in which pupils are valued as individuals and are listened to. The safety and security of our pupils is paramount to us. Every child has the right to feel safe and secure whilst in the school environment. Abuse can take many forms from neglect, emotional, physical, and sexual or through bullying of any sort. There is a wide range of adults to whom pupils can turn for help. These include Teaching Staff, House Staff, the Chaplain, the School Counsellor and the School Nurse. However, it is important to stress that it is **everyone's** responsibility to safeguard and promote the welfare of children at the school. Everyone who comes into contact with children and their carers has a role to play in safeguarding children.

The School aims to raise pupils' awareness of Child Protection issues through the Curriculum and Life Skills. Pastoral Care and School Policies ensure that pupils have a range of contacts and strategies for their own protection and an understanding of the importance of protecting others.

A referral to children's social care would be made if a pupil is identified as having suffered or is at risk of suffering significant harm (the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children). Those in need of additional support from one or more agencies would lead to an inter-agency assessment via the Wiltshire Safeguarding Vulnerable People Partnership.

Warminster School staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

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 and wider safeguarding issues.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- 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 or Annex A of the latest version of *Keeping Children Safe in Education (KCSiE 2021)*. School leaders and staff who work directly with children have also read Annex B and Part 5.

## **2. SAFEGUARDING AND CHILD PROTECTION**

This policy is the school's safeguarding policy, of which Child Protection is a part. It is important to explain the difference between the two.

- Safeguarding is a broader term than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensuring children grow up in safe circumstances.
- Child protection is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

**Obligations identified in statutory guidance are considered in a range of policies in place at the School.**

Pupil health and safety is safeguarded in the School's Health and Safety Policy, and the standing Health and Safety Committee which meets termly.

The safeguarding of those exposed to peer on peer abuse is addressed in the Peer on Peer Abuse and Anti-Bullying including Cyber-Bullying Policies. Pupils' safe use of the internet is addressed via the Life Skills/PSHE programme. All pupils sign an AUP.

Pupils' medical well-being is safeguarded in the School's Medical Policies and Procedures. The availability of First Aid to pupils is promoted by the School's policy of training teaching staff to deliver First Aid in the work place. Pupils with Special Medical needs are identified to all staff during INSET. Photographs and pertinent medical details are displayed on the Staff notice board in the Staff room. Use of reasonable force to control or restrain pupils is only permitted in certain circumstances. See 'Use of Reasonable Force to Control or Restrain' policy.

The security of pupils is safeguarded by the School Security Policy.

Pupils are safeguarded from drugs and substance misuse by the School's Drugs and Substance Abuse Policy and the Drugs Education being delivered within the Life Skills/PSHE programme.

Staff taking visits and activities out of school follow a clear policy. All off-site trips forms and risk assessments are completed well in advance and copies are checked and kept by the Assistant Head Pupil Development, and additionally by the Bursar if the trips are residential.

The member of staff responsible for Registers follows a clear policy of alerting the Deputy Head should she not be able to account for all pupils following both registration periods each day. Parents are asked to let the school know in advance of any trips or visits away from school and to contact Mrs Kennett (Registers) on the day should their child be unwell and therefore unable to attend school.

The Deputy Head, School Nurse, Assistant Head Pastoral & Boarding and Head of Learning Support have a weekly Pastoral Committee meeting. Pupils' welfare is discussed and information is disseminated, where appropriate, to support them during their time of need.

We follow the procedures set out by the Wiltshire Safeguarding Vulnerable People Partnership and take account of guidance issued by the Department for Education. The Child Protection policy details how the school addresses the reporting, investigating and receiving of allegations regarding child abuse.

All staff are asked to sign to say they have read and understood all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2021). School leaders and staff who work directly with children have also read Annex B and Part 5, the Safeguarding and Child Protection policy and the Code of Conduct for Safe Practice in which specific reference is made to the Sexual Offences Act 2003, which creates a criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child, or causes or incites that child to engage in or watch sexual activity). This is part of the Staff Induction process.

**As a Boarding School the following systems have been put in place specifically in order to promote the safety for Boarders and other pupils using the site after normal school hours, alongside the National Minimum Standards (2015).**

- There are signs in all houses which explain exactly where visitors are allowed to go. St Boniface is the only House which has outside visitors using the building during the evening (There is a Cooper-bolted door preventing access to the boarding house). It is made very clear to them where they may/may not go.
- Each Boarding house has door codes which are changed regularly.
- The pupils all sign out of the House before leaving it.
- Pupils may use the Sports Hall facilities in the evening with a member of staff. The younger pupils are escorted to and from this facility.
- The Houses all have alarm systems which are in operation at night. As part of the normal house duty all windows are checked before the alarms are set.
- The St Monica gate, Stratton gates and Ivy House gates are all shut and locked at night.
- There is CCTV in Stratton, with viewing monitors inside the house office.
- There are CCTV cameras on the Main school site as well which can be seen by Security.
- Two members of the Security team have the BIIAB National Certificate for Door Supervisors. A member of this team checks all doors and windows around the main school during the evening with a circuit involving some of the boarding houses. They are contactable by internal telephone and mobile telephone at any time they are needed.

### **3. DESIGNATED SAFEGUARDING LEAD**

Sarah Shanks is the Designated Safeguarding Lead (DSL) for dealing with Child Protection matters in the Senior School. The Head of the Preparatory School, Mr Titley, is the Deputy Designated Safeguarding Lead (DDSL) for dealing with Child Protection matters in the Prep School including EYFS. These two members of staff deputize for each other in the two Schools with regard to Child Protection should the need arise. They all update their DSL training every two years, and attend other relevant update training annually. The DSL takes lead responsibility for:

- Taking the lead on and managing all child protection issues (the Headmaster leads on allegations against staff)
- Referring cases to the Channel programme where there is a radicalisation concern (and supporting



staff who make referrals to the Channel programme)

- Liaising with the Headmaster to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Keeping secure child protection plans; writing records and reports
- Child protection policy and procedures: lead in evaluation, review and revision. Ensuring available to staff and parents (can be reached via mobile phone or email at any time, both during term time and holidays)
- Induction of staff and volunteers/staff training/ensuring staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understanding (and participating in) early help assessments and process for early help
- Liaising with the local authority and the local safeguarding children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings.

Full details of the Role of the Designated Safeguarding Lead can be found in the KCSIE (2021) – Annex C.

**Sarah Shanks can be contacted as follows: 01985 224836/07710 031763**

[sshanks@warminsterschool.org.uk](mailto:sshanks@warminsterschool.org.uk)

**Mr Titley can be contacted as follows: 01985 210200/07793 837455**

[ptitley@warminsterschool.org.uk](mailto:ptitley@warminsterschool.org.uk)

**Charles Goodbody's contact details can be obtained from the Bursar**

[kmines@warminsterschool.org.uk](mailto:kmines@warminsterschool.org.uk)

The Governor with particular oversight for Child Protection is Mr. Charles Goodbody. The Governors conduct an annual review of the school's child protection policy and procedures and of the efficiency with which the related duties have been carried out. The full governing body meets termly and is regularly updated regarding the frequent meetings between Mr. Goodbody and DSL/DDSLs for dealing with Child Protection matters. Full details of the Nominated Governor's role can be found in Appendix I.

#### **4. EARLY HELP**

At Warminster School, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL in line with the guidance in KCSIE 2021. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss any early help requirements with the DSL, and staff must be aware that they may be required to support other agencies and professionals in an early help assessment.

In addition, the school will consider the following:

- Undertake an assessment of the need for early help;
- Provide early help services e.g. school nurse, pastoral worker, SENCO, family outreach worker;
- Refer to appropriate services e.g. CAMHS etc.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service
- Various resources to identify and respond to harmful sexual behaviour

## 5. DEALING WITH ALLEGATIONS OF ABUSE

Warminster School follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.

**The allegation management WSVPP flowchart is included in Appendix V and the WSVPP 'What to do' flowchart in Appendix VI**

The School's Arrangements for Handling Allegations of Abuse against Members of Staff (including supply staff), Volunteers and the Headmaster

- The School has procedures for dealing with allegations against staff that aim to strike a balance between the need to protect children from abuse, and the need to protect staff from false or unfounded allegations. These procedures are based on Keeping Children Safe in Education, DfE, 2021. These procedures will be used where the member of staff has been alleged to (or may) have:
  - **Behaved in a way that has harmed a child, or may have harmed a child and/or;**
  - **Possibly committed a criminal offence against or related to a child and/or;**
  - **Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or**
  - **Behaved or may have behaved in a way that indicates they may not be suitable to work with children.**
- If an allegation is made against a member of staff, the matter will be dealt with by the Headmaster or in his absence the Chair of Governors who will oversee the process as the 'Case Manager', and will keep the Headmaster informed.
- Where an allegation or complaint is made against the DSL, the matter should be reported immediately to the Headmaster, or in his absence the Chair of Governors.
- Where the allegation is made against the Headmaster, the person must immediately inform the Chair of Governors, Mr Ian McComas, without first notifying the Head Master.
- In the event of a situation where there is a conflict of interest in reporting the matter to the Headmaster, this should be reported directly to the Wiltshire Designated Officer.
- If an allegation is made against the Chair of Governors, the allegation shall be reported to the Headmaster. Where appropriate, the Headmaster will consult with the DSL, or his/her deputy/ies.
- All allegations that come to the School's attention, including those discussed directly with the police, will be discussed with the Wiltshire Designated Officer (DO) immediately where possible, and certainly within one working day. It will be more usual practice to discuss any course of action, including referral to the police, with the DO prior to embarking on any course of action.
- Allegations against a member of staff who is no longer employed by the school will be referred to the police along with allegations that may amount to a criminal offence
- No member of staff may investigate an allegation of abuse made against themselves.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. In this situation, the decision and a justification for it should be recorded by both the case manager and the DO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The Case Manager should then consider with the DO what action should follow both in respect of the individual and those who made the initial allegation.

**The Wiltshire Designated Officer(s), to whom the Headmaster will refer any allegations against staff, can be reached on 01225 713945.**

The school will not undertake its own investigation of the incident and will consult with the Designated Officer for Allegations (DOFA). If a crime has been committed, the matter will be reported to the police.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. Pending an investigation of a member of the boarding staff they would be accommodated outside the boarding community. The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Malicious allegations against staff will be investigated and dealt with by the Headmaster and, if appropriate, a committee of governors.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing policy (available in the Staff Handbook) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Where anyone in the school has a concern about the behaviour of an adult who works or volunteers at the school, including supply staff and contractors, they must immediately consult the Headmaster who will refer to the local authority Designated Officer for Allegations (DOFA).

Any concern or allegation against the Headmaster will be reported to the Chair of Governors without informing the Headmaster.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Warminster School promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the school's Code Of Conduct (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to DOFA.

Warminster School will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the DOFA. This is the Headmaster or where the Headmaster is the subject of an allegation, the chair of governors.

### **Managing low-level concerns about adults**

Warminster School operates a 'low-level' concerns policy in accordance with KCSIE (2021). 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Code of Conduct, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOFA.

All low-level concerns will be reported to the Headmaster; low-level concerns about the Headmaster will be reported to the chair of governors.

Warminster School will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Behaviour Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the Headmaster will collect as much evidence as possible by speaking:
  - directly to the person who raised the concern, unless it has been raised anonymously;
  - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

#### **Child abuse to be reported includes:**

- abuse of a pupil by a staff member or other adult. The Sexual Offences Act 2003, creates a criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child, or causes or incites that child to engage in or watch sexual activity).
- abuse at home which a pupil reports to staff,
- abuse by a stranger outside the school,
- abuse of one pupil by another pupil (in this case both the victim and the accused are to be treated as "at risk").

In the case of abuse by a pupil, or group of pupils, the key issues identifying the problem as abuse are:

- the frequency, nature and severity of the incident(s).
- whether the victim was coerced by physical force, fear, or by a pupil and/or group of pupils significantly older than himself/herself, or having power or authority over him/her.
- whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult it would have been regarded as assault or otherwise actionable.

#### **If in doubt, discuss with the Designated Safeguarding Lead (DSL) as appropriate**

- In the case of a pupil whose case is not of immediate significant harm but more of a need for additional support from one or more agencies (as they are making inadequate progress or have an unmet need), these cases should be referred to Early Help, including the use of CAF (Common

Assessment Framework). CAF helpline: 01225 713884 (9-5). Early Help Single Point of Entry: 01225 718230.

- If the child is at immediate risk of harm, please call the MASH on 0300 456 0108 or dial 999.

The School has a responsibility to refer any allegations or suspicions of abuse which may result in a pupil suffering significant harm to: the Multi-agency Safeguarding (MASH) Hub on 0300 456 0108 (out of hours 0300 456 0100). While the opportunity for all lead individuals being unavailable is unlikely, any staff can make a referral if necessary, and they will be supported by the DSL once the referral has been made.

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.

## **6. IDENTIFYING THE SIGNS OF NEGLECT AND ABUSE**

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to child on child sexual violence and harassment, peer on peer abuse and exploitation. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2021) and Sexual violence and sexual harassment between children in schools (2021) along with notes from safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE (2021) which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2021).

The four types of abuse described in KCSiE (2021) are:

**Physical abuse**

**Emotional abuse**

**Sexual abuse**

**Neglect**

**Specific safeguarding issues:** Child Sexual Exploitation, Female Genital Mutilation, bullying (including cyber-bullying), domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, mental health, radicalisation, sexting, teenage relationship abuse, trafficking, peer on peer abuse (including upskirting)

The school will endeavour to identify and act upon any forms of abuse according to our procedures.

**For more information, including definitions, indicators and other safeguarding issues, please refer to Appendix III and IV.**

## **7. RESPONSIBILITY FOR INVESTIGATION**

School Staff must not investigate any reports of a child protection nature themselves. Alleged victims, perpetrators, those reporting abuse and others involved must not be interviewed by School Staff beyond the point at which it is clear that there is an allegation of abuse. Immediate contact with the DOfA must be made, normally by the DSL of the school.

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality eg say they will keep 'the secret'.
- approach or inform the alleged abuser.

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

The 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.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

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

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

One of the major reasons for the inclusion of Boarding Schools within the Children Act was to ensure that local child protection procedures are followed in cases of alleged child abuse, and these require that, to minimise the risk of problems that have occurred in the investigation of abuse elsewhere in the country, the interviewing of children and adults involved is now carried out by specially trained staff only.

## **8. CONFIDENTIALITY AND SHARING INFORMATION**

Staff Members and other adults at the school should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should, however, promise that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort the problem out, that they will never tell anyone who does not have a clear "need to know", and that they will personally take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.

Please refer to the Confidentiality Policy for more clarification.

## **9. RECORD KEEPING OF CHILD PROTECTION CONCERNS**

The school:

- liaises with partner organisations and Wiltshire Council 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 school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise 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 and comprehensive records using MyConcern, of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
- Ensure all pupil safeguarding and child protection records are kept securely in a locked location. The record must be signed and dated and kept securely in a file under the child name, away from the other records (medical forms, academic records etc.) The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are recorded properly and acted on appropriately.
- 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 Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, 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 child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

All child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this school. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold, but with continuing relevance to the child's wellbeing, should also be transferred with parental consent (but we may override that consent if we feel it is in the best interests of the child to do so).

## **10. RECEIVING ALLEGATIONS / SUSPICIONS OF CHILD ABUSE**

Any Members of Staff to whom an allegation of child abuse is made should:

- a. be aware of the signs of abuse. They could be signs of **neglect** (including signs of an apathetic/miserable/rejected/dirty child), **emotional** (lack of love and affection or use of negative reinforcement), **physical** (bruising, bites, burns) or **sexual** (soreness or pain, difficulty in trusting adults, poor self-image, depression).
- b. limit any questioning to the minimum necessary to seek clarification only

- c. strictly avoid asking “leading” questions to the pupil or adult who has approached them (making suggestions or asking questions that introduce their own ideas about what may have happened).
- d. stop asking any more questions as soon as the pupil or adult has disclosed that he/she believes that something abusive has happened to him/her, or to someone else.
- e. inform the Designated Safeguarding Lead immediately if the allegation involves abuse by a pupil, or pupils, against another pupil.
- f. tell the informing pupil or adult that you will now make sure that the appropriate people are informed in order to deal with the problem (these may include the specialist social worker, and that worker may need to involve the police).
- g. refer the matter immediately, with all relevant details, to the relevant Designated Safeguarding Lead (please remember that they deputise for each other) or to the Headmaster if such an allegation involves a member of staff.
- h. make a written record as soon as possible (within the hour, if possible) of what they have been told (wherever possible using the exact words). Concerns can be recorded using MYCONCERN or by using the Welfare and CP Concern Record (included in Appendix VII and available in Staff pool.)

The Designated Safeguarding Lead will, usually after consultation with the Headmaster, then refer the matter as soon as possible to the **Children’s Social Care Team Multi-Agency Safeguarding Hub (MASH) on 0300 4560108 (out of hours: 0300 456 0100 )**.

## **11. BOARDERS**

This policy applies to all boarders, including older boarders who have positions of responsibility in the boarding houses, and to all staff, including ancillary staff and adults working at the school.

- Senior pupils in positions of responsibility (boarding house prefects, for instance) are given training in child protection issues. They are made aware of what actions they should take if they receive any allegations of abuse.
- The school keeps a close eye on relationships between boarding pupils. Staff are asked to be alert to the potential for abuse by peers.
- There is roll call every evening and recorded prep rounds throughout the evening. Should a boarder be found to be missing then a search would be made and senior staff would be informed, initially the Assistant Head Boarding & Pastoral followed by the Deputy Head.
- The school requires an enhanced DBS with barred list certificate, completed in advance, for all adults who live on the school site.
- The school uses specified taxi companies for boarders’ transport who have put in place DBSs for all their drivers.
- Any visitors, outside delivery or maintenance personnel are provided with staff supervision when visiting boarding accommodation to prevent any substantial unsupervised access to boarders or their accommodation.

## **12. PEER ON PEER ABUSE (including Sexual Violence and Sexual Harassment)**

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.



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 up”. The different forms of peer on peer abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- ‘upskirting’ or any picture taken under a person’s clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

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 monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

We minimise the risk of peer on peer abuse by providing:

- a relevant, effective 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 pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that peer on peer abuse can happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk assessments and multi-agency safety planning with 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 environmental factors present in a child’s life.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

Staff will never tolerate or dismiss concerns relating to peer on peer abuse.

All staff are made aware of the School policy and processes in dealing with instances of peer on peer abuse (See Appendix III and the Peer on Peer Abuse Policy and the Anti-bullying Policy).

We will ensure, through training, that staff, volunteers and governors will have an understanding of the range of peer on peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues.

Staff will be given the skills to identify and manage harmful sexual behaviour using resources such as the Brook Traffic Light Tool. Staff should be aware that some groups are potentially more at risk, for example girls, children with SEND and LGBT children.

Staff should be aware that such incidents and/or behaviours can be associated with factors outside the School and can occur between children outside the School. Staff, and particularly the DSL, should always consider the context in which such incidents and/or behaviours occur.

Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour and Discipline and Anti-Bullying policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should refer to the Wiltshire Safeguarding Vulnerable People Partnership procedures and seek advice before commencing an investigation or contacting parents. This may mean, on occasions, that the School is unable to conduct its own investigation into such incidents. All such incidents will be recorded using MyConcern or our child protection recording forms.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2021 and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges' (2021).

Support for the victims of abuse will be in line with support outlined in the School's Behaviour and Anti-Bullying policies. For victims of sexual abuse, the School should follow advice given by Children's Social Care and consider using external agencies, such as Early Help to support any strategies that they may be able to provide within School.

Depending on the nature of abuse, the School may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff by means of a risk assessment. The risk assessment should be recorded and kept under review.

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the local authority, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, subject to separately satisfied risk assessments for the pupil and an identified Guardian, the pupil's Guardian will be requested to provide support to the pupil and to accommodate them if it is necessary to suspend them during the investigation.

Staff need to be aware, in particular, of the danger of sexting and potential for gender-based bullying. In both cases, incidents may be referred to outside agencies. Victims and their families will be supported the school. Young people can receive a criminal record for involvement in sexting. Any concerns in this regard must be raised with the DSL immediately.

As outlined in Keeping Children Safe in Education 2021, staff must be aware of 'Upskirting' – this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment.

### **Preventative Strategies**

Peer on peer abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent peer on peer abuse.

Warminster School has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/Life Skills curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education.

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 environmental factors present in a child's life.

Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

## **13. 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.

## **14. E-Safety/Online Safety**

Online safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND.

Warminster School acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow peer on peer abuse procedures when mobile phones are used by a child whilst in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

Our safeguarding and Child Protection Policy and E-Safety policies have been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England Summaries of the key legislation and guidance are available on:

- online abuse: [learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse](http://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse)
- bullying: [learning.nspcc.org.uk/child-abuse-and-neglect/bullying](http://learning.nspcc.org.uk/child-abuse-and-neglect/bullying)
- child protection: [learning.nspcc.org.uk/child-protection-system](http://learning.nspcc.org.uk/child-protection-system)

### **We believe that:**

- children and young people should never experience abuse of any kind
- children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

### **We recognise that:**

- the online world provides everyone with many opportunities; however it can also present risks and challenges
- Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using Warminster School's network and devices
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.
- it is vital that we teach our students to keep themselves safe online and to create a positive digital footprint

### **We seek to help to keep all members of the School community safe online by:**

- providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code of conduct for safe practice
- supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others – online safety is a key component of our Life Skills curriculum and is the focus of assemblies and tutor discussions
- supporting and encouraging parents and guardians to do what they can to keep their children safe online

- developing acceptable use policies for pupils and staff
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person
- reviewing and updating the security of our information systems regularly
- ensuring that user names, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation
- discouraging the use of cellular data (e.g. GPRS, EDGE, 3G, 4G, 5G etc.) to access the Internet in School and encouraging the school Wi-Fi to be used (if however students do access the internet in this way in school they agree to abide by this Acceptable Use Policy)

### **The Use of Cellular Data**

- Some personal electronic devices may allow internet access (e.g. 3G ,4G or 5G) or the creation of personal 'hotspots'.
- Students may only connect to the internet or create a hotspot in this way by using their own device, which must be password protected. They must not allow others to use their device or connect to their hotspot and will be responsible for the safety of their personal password.
- Parents should be aware that if they provide their children with a 3G/4G/5G mobile device, they will be able to access the internet independently of the School system and therefore the School blocking and filtering system will not operate.
- The School values the support of parents in educating their children about digital technology and social media, alongside the work that the School undertakes

The DSL understands the unique risks associated with online safety and, working closely with the Deputy Head and IT Manager, has the relevant knowledge and up to date capability required to keep children safe whilst they are online at School.

The DSL is able to recognise the additional risks that children with SEN and disabilities face online, for example from online bullying, grooming and radicalisation and has the capability to support SEND children to stay safe online.

All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

Our Policy on E-Safety is available on the School website and recognises that internet safety is a whole School responsibility (staff, pupils, governors and parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the School network and internet to ensure that any pupil or staff member attempting to access

inappropriate, abusive or harmful material is appropriately advised and/or supported.

## **15. PARENTS**

For more information, please refer to *Information Sharing –Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015*.

Parents should be aware that the School's first priority is the welfare of each pupil. Therefore, there may be occasions when concerns about a pupil mean agencies are consulted before parents are contacted.

A school does not have to disclose to a parent any records that are held by the school when in the Headmaster's opinion:

- a. they would be likely to cause serious harm to the pupil concerned or another person, or
- b. they relate to a case of child abuse or the risk of it.

There will be some circumstances where the DSL will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

However, the School will endeavour to work closely with parents as this is almost always in the best interests of the pupil.

## **16. TRAINING**

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

Our induction for staff also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding and Child Protection 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 undertake 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.

When staff join Warminster School they will be informed of the safeguarding children arrangements in place. All staff will be given a copy of this policy including its Appendices and the KCSIE 2021 document.

all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2021). School leaders and staff who work directly with children have also read Annex B and Part 5.

All staff will receive induction in safeguarding children and will be supplied with the Safeguarding and child Protection Policy; the Behaviour, Rewards, Sanctions and Discipline Policy; the staff code of conduct for safe practice; the Missing Children Policy and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

See: <https://warminsterschool.fireflycloud.net/cpd/new-staff-induction-/safeguarding>

The induction programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice.

Further guidance and information can be found in the New Staff Induction and Staff Handbook on Firefly. All training sessions and updates can be found on Firefly.

All volunteers, temporary staff and regular visitors to our School will be told where our policy is kept, given the name of the DSL and deputy/ies and informed of the School's procedures in reporting concerns.

All staff will receive training in child protection and safe working practice, updated at least once every three years, in line with the WSVPP training strategy. Training will include signs and symptoms of abuse and neglect, as well as specific safeguarding issues, such as CSE, FGM, Prevent, on-line safety and peer on peer abuse, including sexting and sexual violence and sexual harassment. Training will also include how to record and report abuse both within School and to Children's Social Care.

In addition, they will receive safeguarding and child protection refresher training and updates from the DSL as required, but at least annually.

Staff with specific responsibility for safeguarding children will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two years. In addition to formal training the DSL and deputy/ies will update their knowledge and skills via briefings and network meetings.

In addition to Child Protection training, the DSLs will undertake training in Inter-agency working that is provided by, or to standards set by, the DfE, and refresher training every two years to keep their knowledge and skills up to date. In addition to this formal training, they will undertake to keep abreast of changes to regulations through additional training, courses, reading and discussion. The Governor with particular oversight of Child Protection also has a responsibility to undertake training every two years. The school adheres strictly to these requirements.

The Headmaster, and all other staff who work with children, must undertake training that equips them with the knowledge and skills necessary to carry out their responsibilities. This happens every three years. This is kept up to date by refresher training, provided by the DSL at least annually, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. Important updates to safeguarding and child protection are also sent to staff via email or raised in staff meetings. Informal training updates are also disseminated at various meetings. Volunteers are made aware of the appropriate child protection arrangements by the Designated Safeguarding Lead if working in the Senior School and Mr Titley if working in the Prep School. Supply staff are made aware of the appropriate child protection arrangements by the DSL if working in the Senior School, and by Mr Titley if working in the Prep School.

All staff training includes advice for staff on how to recognize abuse and neglect, making specific reference to Annex B of KCSIE 2021. In addition, all staff are alerted to specific concerns around online safety, with appropriate training and support offered for staff. All new staff and volunteers receive extensive induction training and this includes Child Protection, Code of Conduct for Safe Practice and a copy of Part I and Annex A of KCSIE (2021), amongst many other vital policies. The school adheres strictly to these requirements.

In addition, if a situation arises whereby Warminster School pupils are working with the staff of another organisation (for example, in a different institution) on another site, then Warminster School will seek assurances that the appropriate child protection checks and procedures have been applied to such staff.

The Headmaster of Warminster School, the Head of the Prep School, the Governor with oversight of Child Protection, the Chairman of the Governors, the Domestic Bursar, the Bursar's Assistant and the Catering Administrator have all completed the DfE-accredited Safer Recruitment online training and signed to that effect.

### **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 eg via e-bulletins or safeguarding networking events with other D/DSLs. The D/DSL attend a Wiltshire MASH tour.

### **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 undertake Prevent awareness 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.

### **Governors**

As well as the school's safeguarding induction programme, governors are encouraged to complete face to whole school safeguarding and child protection training. In addition, governors may attend face training for governors provided by Wiltshire Council.

## **17. SAFER RECRUITMENT**

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2020), the school prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised.

At Warminster School, 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 (2021), 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 governors

The School makes an application for a DBS disclosure for every employee of the School. It also makes a DBS application for any adult living on the School campus who is not an employee and anyone who is not a pupil of the school but who is over the age of 16 years old. This process includes police checks. It also ensures that the applicant does not appear on the Barred list, which contains the names of persons deemed 'unsuited to act as a worker with children or young people'. All checks are accurately recorded on the Single Central Record (SCR).

The DBS application process begins as soon as the individual is appointed and disclosure in the majority of cases is received before they start work. If the employee is required to start work immediately, they are not permitted to work anywhere on the School campus unsupervised until their DBS disclosure is received by the School. No-one is allowed to work on site at all until a Barred List check has been made.

Consideration is given to making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct, 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence.'

An additional check is carried out for any staff engaged in management roles to ensure that they are not prohibited under section 128 provisions.

## **18. STAFF BEHAVIOUR**

Warminster School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos and the highest standards are expected of Warminster School staff. 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 Staff Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children. All staff are expected to follow the Code of Conduct for Safe Practice policy (available in the Staff Handbook) and are expected to sign to ensure that they understand the content. This gives guidance to staff to ensure that their behaviour or actions does not place pupils, or themselves, at risk of harm or allegations of harm to a pupil.

The school will ensure that it fulfils the requirement to report to the Disclosure and Barring Service within one month of leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children. Should a dismissal not reach the threshold for a DBS referral separate consideration will be given to a TRA referral.

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

## **19. MONITORING OF CHILDREN SUBJECTED TO A CP PLAN**

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group specified in the plan and contribute to assessments and plans.

The school recognises that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

## **20. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND) OR PHYSICAL HEALTH ISSUES**

Pupils with additional needs or certain health conditions 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 recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

Governors recognise that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Governors will provide a school environment in which pupils with special educational needs or disabilities 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 Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

Wiltshire Council provides targeted support services for children and young people with Special Educational Needs and/or a Disability who need additional support with:

- Communication
- Learning and processing information
- Experiencing the world around them, including sensory difficulties
- Physical or medical conditions that affect their life and learning
- Coping with social and emotional challenges

**The SEND service can be contacted on 01225 757 985.**

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Head of Learning Support 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.

## **21. FOLLOW-UP SUPPORT OF VULNERABLE CHILDREN**

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 school will endeavour to support the pupils through:

- Pastoral support
- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school 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 supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, education welfare service and educational psychology service, and where appropriate initiate and/or contribute to an Early Support Assessment (ESA) and Team Around the Child (TAC) meetings.

## **22. LOOKED AFTER CHILDREN**

Staff will be made aware of any looked after children at the school. Those that need to know will be informed of the child's legal status, contact arrangements with birth parents and level of authority delegated to the carer. The DSL will have details of the child's social worker, name of the virtual school head and will attend meetings as and when necessary.

## **23. THE USE OF 'REASONABLE FORCE' IN SCHOOL**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Warminster School follows DfE advice for schools is available at [Use of Reasonable Force in Schools](#).

All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'use of reasonable force.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

Please also see Use of Reasonable Force to Control and Restrain policy.

## **24. VISITORS**

All visitors complete a signing in/out process, 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 (eg fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Visitors with a professional role, as listed above and including social workers and educational psychologists, will have had the appropriate vetting checks undertaken by their organisation. Careful consideration is given to the suitability of any external organisations. School complete an assessment of the education value, the age

appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

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.

## **25. OFF-SITE VISITS**

Appropriate risk assessments must be in place prior to any off-site visit taking place. Guidelines and procedures are in the 'Visits and Activities out of School' policy in the Staff Handbook (General section).

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/young people; and expectations around smoking/drinking.

Safeguarding concerns or allegations will be responded to following the WSVPP procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headmaster, who will pass to Social Care if appropriate. In an emergency the staff member in charge will contact the police and/or social care.

## **26. EXCHANGE VISITS**

As a school 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 18 in a host family will be subject to DBS checks as per KCSIE (2021) guidance.

We also work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. (KCSIE (2021) Annex E).

## **27. PHOTOGRAPHY AND IMAGES**

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

For further guidance, please refer to the 'Code of Conduct for Safe Practice' in the Staff Handbook.

## **28. MISSING CHILDREN**

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)

A child going missing is a potential indicator of abuse and neglect. After reasonable attempts have been

made to contact the family, we will follow the WSVPP procedure and refer to the MASH team.

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

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

## **29. MISSING FROM EDUCATION**

Children missing education procedures will be followed up 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. Any such concern will be reported to the Local Authority through the Education Welfare Service.

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 consults/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.

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.

## **30. WHISTLEBLOWING**

All staff and pupils can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Please refer to the Whistle Blowing policy in the Staff Handbook. If you have a concern about poor or unsafe practice and potential failures in the school safeguarding regime, in the first instance raise this with the DSL or any other member of the SLT. Warminster School has adopted this policy and the accompanying procedure on whistle blowing to enable members of staff to raise concerns internally and in a confidential fashion about fraud, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations or unethical conduct. The policy also provides, if necessary, for such concerns to be raised outside the organisation.

Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels may be 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) .
- A member of the governing body: Charles Goodbody – contact details available from the Bursar.

## **31. VISITING SPEAKERS**

The school does all it can to ensure all visiting speakers are carefully vetted before they are able to come and speak at the school. As with the rest of the curriculum, the school actively promotes fundamental British values and this is supported by a wide-ranging programme of visiting speakers.

## **32. EXCEPTIONAL OPERATING CIRCUMSTANCES**

If the school is required to change the way we offer our provision to children due to exceptional circumstances eg during a pandemic lockdown, self-isolation, 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 eg UK Safer Internet centre guidance, DfE safeguarding and remote education 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 eg 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.

### **33. SUPPORTING CHILDREN**

#### **A culture of listening to children**

We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via forums and surveys, this data informs our practice and policies.

#### **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/ Life Skills and citizenship curriculum, incorporating Relationships, Sex and Health (RSHE) education 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)

## **POLICY REVIEW:**

The Governing Body will undertake an annual review of the school's Child Protection Policy and procedures and remedy any deficiencies and weakness found without delay

## **OTHER RELEVANT DOCUMENTS**

- Appendix I: Related legislation and key documents
- Appendix II: The Role of the Nominated Governor
- Appendix III: EYFS – The Courtyard Nursery
- Appendix IV: Child Protection Policy – Possible Signs of Abuse
- Appendix V: Further signs of abuse
- Appendix VI: Allegations against adults flowchart
- Appendix VII: 'What to do if you are worried a child is being abused or neglected' flowchart

- Peer on Peer Abuse
- Sexual Harassment and Sexual Violence
- Low Level Concerns
- Code of Conduct for safe practice
- Health and Safety at Work
- Anti-Bullying policy
- E-Safety Policy
- Confidentiality policy
- Behaviour, Rewards, Sanctions and Discipline Policy
- Missing Children Policy
- House Handbooks
- Discussing Problems
- Safer Recruitment Policy
- Whistleblowing Policy
- Supervision Policy (Prep Staff only)
- Behaviour and Discipline – Prep (Prep Staff only)
- Prevent Duty (2021)
- Wiltshire Multi Agency Child Protection Procedures
- 'Working Together to Safeguard Children' (2018)
- Safeguarding Children & Safer Recruitment in Education
- Keeping Children Safe in Education (2021) (KCSIE)
- National Minimum Standards Boarding (2015)

This policy is reviewed annually by Governors. The Designated Safeguarding Lead reports annually to the full governing body and termly via the governor with specific responsibility for safeguarding.

## **APPENDIX I: Related legislation and key documents**

**Children Act 1989 (and 2004 update):** The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

**Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

**Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

**Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018:** 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 this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

**The Teachers’ Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

**Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

**Sexual violence and sexual harassment between children in schools and colleges (2021):** Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

**Preventing and Tackling Bullying (2017)** Advice for schools on effectively preventing and tackling bullying.

**Behaviour and Discipline in Schools (2016)** Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.

**National Minimum Standards – Boarding (2015):** The National Minimum Standards that boarding schools must meet to safeguard and protect the children in their care.



## **APPENDIX II: The Role of the Nominated Governor**

The nominated Governor will ensure safeguarding is always a priority by:

- Championing child protection issues within the school and liaising with the Designated Safeguarding Lead and the Headmaster and offering challenge if necessary.
- Ensuring the Child Protection policy is checked for impact and reviewed yearly accordingly.
- Auditing safeguarding measures annually alongside the Designated Safeguarding Lead and the Headmaster using the Wiltshire Council annual School Safeguarding Audit return and reporting back to the Full Governing Body.
- Ensuring that all governors 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.

## **APPENDIX I II**

### **EYFS – THE COURTYARD NURSERY**

Mrs Michelle Finnegan is the Designated Safeguarding Lead for dealing with Child Protection matters in the EYFS setting. She is supported by Mr Titley, who is DDSL.

#### **Policy on the use of mobile 'phones and cameras in the Courtyard Nursery**

We recognise that it is valuable for children within the EYFS setting to have their photographs taken in order to provide evidence of their achievements for developmental records and also to celebrate success. However:

- Staff, volunteers and pupils are not permitted to use their own mobile phones to take or record any images of EYFS pupils
- No images of any children are used without prior permission having been received from parents.
- All parents are asked for permission to photograph EYFS pupils upon enrolment within the EYFS setting.

Warminster School accepts that staff will bring their mobile phones to work. However:

- Staff are not permitted to use recording equipment on their mobile phones, for example to take photographs or videos of any staff/children within the setting.
- Staff are not permitted to bring personal cameras or video recorders to School. Any photos or recordings of children should be taken using the School's own cameras or recording equipment and copies downloaded onto the School system only.
- In The Courtyard Nursery, mobile phones belonging to staff should be left in the staff office and only accessed during breaks.

In the event that an employee has an emergency situation, they may request via the Nursery manager that, for a specified period of time, they leave their phone switched on in the classroom during working hours, though any call would then have to be taken in the staff office

## APPENDIX IV

### CHILD PROTECTION POLICY – POSSIBLE SIGNS OF ABUSE

All Members of Staff should be alert to the possible signs of abuse.

#### 1. Neglect

The persistent or severe neglect of a child (for example by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development.

Possible signs:

- (a) An apathetic/miserable/rejected/dirty child
- (b) Inappropriately dressed for the weather
- (c) Lack of attention to medical and dental care
- (d) Unresponsiveness in children
- (e) Staying frozen in one position for an un-naturally long time.

#### 2. Emotional Abuse

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill treatment; this category should be used where it is the main or sole form of abuse.

Possible signs:

- (a) Rejection
- (b) Scapegoating
- (c) Extremes of punishment
- (d) Lack of love and affection
- (e) Isolation
- (f) Use of negative reinforcement

#### 3. Physical Abuse

Physical injury to a child where there is definite knowledge, or reasonable suspicion that the injury is inflicted or knowingly not prevented.

Possible signs

- (a) Bruising (especially two black eyes, pronounced finger marks, symmetrical or linear bruising, or bruising on unusual areas eg back of body)
- (b) Bites
- (c) Burns or scalds (especially if clear outlines)
- (d) Scars (especially if unusually large number of differing age scars)
- (e) Fractures
- (f) Child's explanations being inconsistent with injuries
- (g) Delay in seeking medical attention
- (h) Parental attitudes to injuries

Signs would equally well apply to cases of suspected bullying.

#### **4. Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact including both penetrative or non-penetrative acts such as kissing, touching or fondling the child's genitals or breasts, vaginal or anal intercourse or oral sex. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways

##### Possible signs

###### Physical signs

- (a) Soreness, injury or trauma of the genital and anal areas
- (b) Sudden onset of bedwetting
- (c) Sleeping or eating disorders
- (d) Vague pains and aches and other psychosomatic illnesses
- (e) Fear of school medical examination or parent's unreasonably refusing examination
- (f) Sudden disinclination to get undressed or change clothes.

###### Behavioural signs

- (a) Difficulty in trusting adults
- (b) Refusal to sleep alone; locking bedroom door
- (c) Sudden changes in behaviour for no other apparent reason
- (d) Unexpected and sudden school problems
- (e) Strong need for love and affection, especially if expressed in physical terms
- (f) Poor self-image and low self esteem
- (g) Younger children having precocious knowledge of sexual matters
- (h) Child seeking extremes of sexual behaviour
- (i) Self-destructive tendencies, suicidal attempts or self-mutilation
- (j) Depression or anxiety
- (k) Sudden aggressive behaviour, hostility, irritability and defiance of authority figures.

There are other signs involving distortion of family roles and relationships for which more expert advice should be sought.

Even though a child's situation does not currently fit the above categories, grave concern should be raised if it is known that the family group or household contains another child who has been harmed, or a known abuser.

#### **5. Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially

information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person.

It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally - Voluntary decision
  - Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

## **6. Domestic violence/abuse:**

Staff must 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.

## **7. 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.

## APPENDIX V

**Further signs of abuse. Staff need to be alert to the following.**

### **So-called ‘honour-based’ Abuse (including Female Genital Mutilation and Forced Marriage)**

So-called ‘honour-based’ violence (HBA) 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 HBA 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 HBA, or already having suffered HBA.

Actions:

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, 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 multi-agency 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<sup>16</sup> that requires a different approach (see following section).

### **Forced Marriage**

The subject of forced marriage is highlighted in KCSIE. Forced marriage occurs when a young person is forced into a marriage that they do not want, with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is often – mistakenly – believed to be a religious practice. Forced marriage is an abuse of human rights and a form of domestic abuse which should be dealt with under child protection legislation (KCSIE 2020). Schools are considered as being front line in protecting young people from this type of abuse and they may disclose such a fear to you. Their initial approach may be innocuous – such as talking about a holiday abroad and the fear of a forced marriage may only become apparent after a couple of conversations. If you are concerned that a pupil in the school has concerns or fears over forced marriage, let the DSL know immediately.

The following signs and symptoms could indicate that a young person is facing forced marriage. However, the presentation of these signs and symptoms could also indicate that there are other difficulties and types of abuse that would require a referral to Children’s Social Care also.

- Absence and persistent absence from School
- Request for extended leave of absence from School and failure to return from visits to country of origin
- Siblings forced to marry
- Early marriage of siblings
- Self-harm or suicide of sibling
- Running away from home
- Accompanied to doctors or clinic
- Self-harm
- Attempted suicide
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home

- Sudden announcement of engagement to a stranger
- A girl may report that she has been taken to the doctor, to be examined to see if she is a virgin.
- Cut or shaved hair as a form of punishment for being disobedient

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

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

### **Female genital mutilation (FGM):**

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

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

*Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.*

#### **Indicators that FGM may already have occurred:**

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

**There is a statutory duty for any staff who suspect that FGM may have been carried out to report this to the police by dialling 101. The DSL must be informed, but the referral carried out by the staff member to whom the disclosure has been made within one working day of the disclosure. No to do so is a criminal offence.**

### **Preventing radicalisation:**

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

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

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

- There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.
- Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.



- The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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

**Early indicators may include:**

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

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.

Government advice to schools on this issue can be accessed here:

[www.gov.uk/government/publications/preventing-extremism-in-schools-and-childrens-services](http://www.gov.uk/government/publications/preventing-extremism-in-schools-and-childrens-services)

The Government also provides contact details for alerting authorities to suspected terrorist activity. These include the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk) in addition to the local police and 101.

**Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#).

**Online safeguarding training (specific safeguarding issues):**

- **Child Sexual Exploitation:** <https://keepthemsafe.safeguardingchildren.co.uk/>
- **Female Genital Mutilation:** <https://www.fgmelearning.co.uk/>
- **Prevent:** [www.elearning.prevent.homeoffice.gov.uk](http://www.elearning.prevent.homeoffice.gov.uk)  
New Home Office e-learning tool, aimed at those with responsibilities under the Prevent duty, particularly front line staff in schools, has been developed to help raise awareness of radicalisation.

## Private fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

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

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

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

## Child Abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); or by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. All staff should remain vigilant. Further information can be found at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org)

## Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children: 5-11 year olds and 12-17 year olds. They explain each step of the process and support, and explain special measures that are available.

Young witness booklet for 5-11 years olds: <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

Young witness booklet for 12-17 year olds: <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information. Online child arrangements information tool: <https://helpwithchildarrangements.service.justice.gov.uk/>

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

NICCO Guidance: <https://www.nicco.org.uk/>

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest

opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

## Appendix VI: Allegations against adults flowchart

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



If you become aware that a member of staff/volunteer/supply or bank staff MAY have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to a child
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where a child also discloses abuse or neglect by a member of staff, volunteer or supply/bank staff:

- Listen; take their allegation seriously; reassure that you will take action to keep them safe
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

Report immediately to the person in charge: (INSERT NAME).....  
E.g. headteacher, principal, manager

Any concern or allegation against the person in charge will be reported to: (INSERT NAME):

.....  
E.g. chair of governor, owner, chair of committee, nominated trustee

Unless there is clear evidence to prove that the allegation is incorrect, the person to whom the allegation was reported must:

Report the allegation within one working day to the Designated Officer for Allegations (DOFA)

- Contact the Multi-Agency Safeguarding Hub (MASH): **0300 456 0108** and select Option 3 then Option 4
- Or email [dofaservice@wiltshire.gov.uk](mailto:dofaservice@wiltshire.gov.uk)
- Out of Hours Emergency Duty Service: **0300 456 0100**  
(5.00pm to 9.00am weekdays, 4:00pm Friday to 9:00am Monday)

The DOFA will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

If the allegation threshold is NOT met, the DOFA will agree an appropriate response e.g. for your setting to undertake further enquiries or an internal investigation.

If the allegation threshold is met a strategy meeting will normally be held. Normally a senior manager/safeguarding lead, the DOFA, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is

# Appendix VII: 'What to do if you are worried a child is being abused or neglected' flowchart

## 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).

SVPP website: [www.wiltshirescb.org.uk](http://www.wiltshirescb.org.uk)

Reviewed: September 2020

## Appendix VIII: Welfare and Child Protection record

### Child Welfare and Child Protection Concern Record

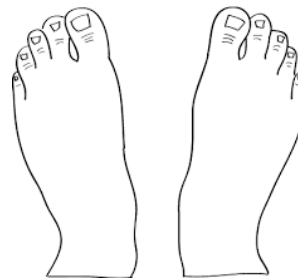
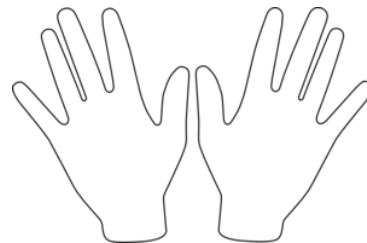
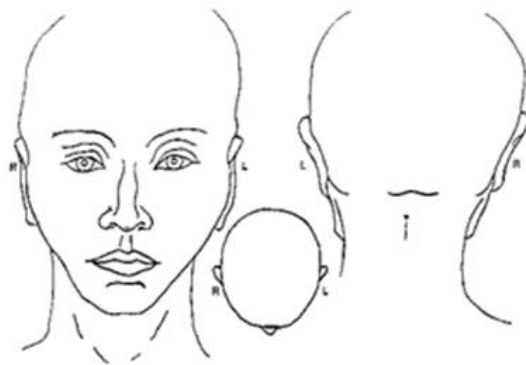
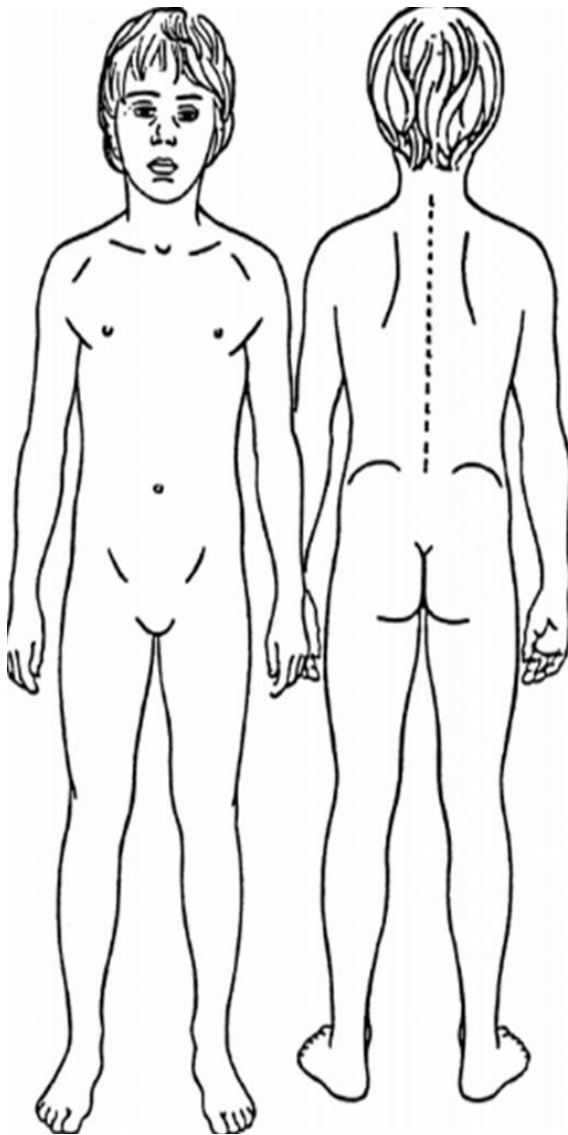
For completion where child welfare or child protection concerns are identified in accordance with the school's child protection policy. This record should be completed by the adult who first observed the concern and reported to the Designated Safeguarding Lead (DSL), without delay (or DDSL in his absence). The DSL will review and report concerns where appropriate to Children's Social Care if a child is deemed to be in need or at risk of significant harm or in need. **This information will be disclosed only to staff on a need-to-know basis for the purposes of child protection.**

Please note that a new form is required for each new concern

Date of alleged incident/disclosure/concern		Date/time of report							
Name of child/ren and tutor		DOB							
Child's address									
Name of person making this record (PLEASE PRINT)		Role in school							
Signed as a true record		Date DD/MM/YY							
<p><b>Nature of concern</b></p> <p>Attach additional sheet(s) if necessary</p> <p><i>(include observations, child's own words where possible; exact words must be used even if they offend)</i></p> <p>Please write legibly and do not use acronyms.</p>									
<p>Body map used:</p> <p>Y N</p>									
Any other relevant information (previous concern, other professionals involved/SEN details etc.)									
<p>Current status with Early Help or Children's Social Care (please tick &amp; add name where known)</p>	None	CAF	Y N	Known to Social Care	Y N	Allocated social worker	Y N	Child Protection Plan	Y N
<b>This section is to be completed by the school's Designated Safeguarding Lead (DSL)</b>									
Name of DSL reviewing the concern								Date:	
<b>Concerns should be shared with parent/carer, unless to do so may place a child/ren at increased risk of harm (if in doubt consult with children's social care).</b>									
<p>Further action taken</p> <p>Please also record whether concerns were shared with:</p> <ul style="list-style-type: none"> <li>• parents/carers</li> <li>• MASH</li> </ul> <p>and if not outline reason(s)</p>								Date:	
Final outcome								Date:	



<b>Body Map to be completed by the person raising the concern or observing injuries</b>			
<b>PLEASE NOTE: CHILDREN ARE NOT TO BE UNDRESSED OR PHOTOGRAPHS TAKEN OF ANY MARKS OR INJURIES</b>			
Date concern noted		Date/time of report	
Name of child		DOB	
Name of person making this record (PLEASE PRINT)		Role in school	
Signed as a true record		Date DD/MM/YY	





Review date	Changes and updates
28/8/19	<ul style="list-style-type: none"> <li>• Huw Jones added as DDSL</li> <li>• Key contacts updates</li> <li>• Upskirting included</li> <li>• References to WSCB updated now WSVPP</li> </ul>
13/11/19	<ul style="list-style-type: none"> <li>• Policy reviewed as part of annual safeguarding audit</li> <li>• Changes made to key contacts – MASH out of hours contact updated</li> <li>• WSVPP Flowcharts updated</li> </ul>
26/2/2020	<ul style="list-style-type: none"> <li>• Huw Jones removed as DDSL</li> </ul>
9/4/2020	<ul style="list-style-type: none"> <li>• Covid-19 School Closure Appendix added</li> </ul>
23/8/2020	<ul style="list-style-type: none"> <li>• Covid-19 School Closure Appendix removed</li> <li>• Policy Reviewed alterations made in line with new guidance contained in KCSIE 2020 <ul style="list-style-type: none"> <li>○ Children’s mental health is added to the guidance, ensuring that staff should consider when this might become a safeguarding concern.</li> <li>○ Concerns about staff are widened to include supply staff, reflecting changes in Part 4 that schools hold a responsibility to fully explore concerns about supply staff.</li> <li>○ Honour-based violence is better termed Honour-based abuse.</li> </ul> </li> </ul>
23/08/2021	<ul style="list-style-type: none"> <li>• Non-statutory interim guidance: COVID-19: safeguarding in schools, colleges and other removed</li> <li>• Policy Reviewed alterations made in line with new guidance contained in KCSIE 2021 <ul style="list-style-type: none"> <li>○ Statutory reading for staff updated</li> <li>○ Allegations management – 2 clear levels; meet the threshold and low-level concerns</li> <li>○ Importance of Mental Health concerns emphasised</li> <li>○ Early Help importance</li> <li>○ Online Safety</li> <li>○ Information about types of abuse updated (including sexual harassment and sexual violence and peer on peer abuse)</li> </ul> </li> </ul>
08/12/2021	<ul style="list-style-type: none"> <li>• Change from DSL to Headmaster - P10</li> <li>• Conflict of interest section added - P10</li> <li>• Reference to Prevent Duty (2021) – ‘policy being written in line with Prevent Duty’ - Front Cover &amp; P31 – Other key documents</li> <li>• Child Abduction and Community safety incidents - Added to Appendix 5</li> <li>• Children and court system - Added to Appendix 5</li> <li>• Children and family members in prison - Added to Appendix 5</li> <li>• County lines and/or gangs - Added to Appendix 5</li> <li>• Modern slavery and the National Referral Mechanism - Added to Appendix 5</li> <li>• Homelessness - Added to Appendix 5</li> <li>• Channel - Added to the end section of Preventing Radicalisation. P41</li> </ul>