Safeguarding and Child Protection Policy

Warminster School fully recognises its responsibilities for Safeguarding and child protection.

Policy agreed (date):	1st September 2018
Policy published (including on website) **(date):**	12th September 2018
Next review (date):	1st August 2019 .

Key Safeguarding Personnel			
Role	**Name**	**Tel.**	**Email**
Headteacher	**Mark Mortimer**	**01985 210101**	**headmaster@warminsterschool.org.uk**
Designated Safeguarding Lead (DSL)	**Rick Clarke**	**01985 210171/07850 930500**	**rclarke@warminsterschool.org.uk**
Deputy DSL(s) (DDSL)	**Phil Titley**	**01985 210201/07793 837455**	**ptitley@warminsterschool.org.uk**
Nominated Governor	**Charles Goodbody**	**07990690220**	**cgoodbody53@gmail.com**
Chair of Governors	**Ian McComas**		**Contact details available from the Bursar**
Designated Teacher for Looked After Children	**Rick Clarke**	**As above**	.
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2016)			

Children's Social Care referrals Early Help - single point of entry: 01225 718230 Multi-Agency Safeguarding Hub (MASH): 0300 456 0108 Out of hours: 0845 6070 888	

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

1. Introduction

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 (2015)
- Keeping Children Safe in Education (2018)
- The Procedures of Wiltshire Safeguarding Children Board
  See Appendix 1 for further relevant guidance documents

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.

2. Scope

Safeguarding is defined as:

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

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

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

- Discipline & Behaviour policy
- Equality Statement
- Sex education

- Code of Conduct Policy (staff behaviour policy)
- Whistleblowing policy
- Health and Safety

- Teaching and Learning policy
- SEND policy
- Anti-bullying policy

This policy applies to all staff in our school.

For the purposes of this policy:

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

- **Child** refers to all 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 hours are within the scope of this policy.

3. Expectations

All staff are:

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

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2016).

4. Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Staff Behaviour Policy D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Child voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse /WSCB procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

Allegations management

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

Audit

As good practice, the nominated governor (NG) for safeguarding will liaise with the Headmaster and the D/DSL to complete an annual safeguarding audit return to the local authority (although this is not a statutory obligation).

Safer Recruitment

Our governors monitor the school's safer recruitment practice.

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5. **Mandatory Procedure**

6. Safer recruitment

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

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, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

- all members of the Governing body.

See also Training.

7. Boarding

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.

There are signs in all houses which explain exactly where visitors are allowed to go. Boniface is the only House which has outside visitors using the building during the evening (although 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. 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.

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 St Denys 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.

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.

8. Code of Conduct for Safe Practice (Staff Behaviour Policy)

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

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

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

9. Visitors

All visitors complete a signing in/out form, 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) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

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

10. 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 Life Skills and citizenship curriculum specifically includes the following objectives:

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

11. 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.

The D/DSL uses

- the guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.

- the Multi-Agency Thresholds for Safeguarding Children on the WSCB website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

12. Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2018) 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 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex 1 of KCSiE. Staff sign to acknowledge they have read and understood the contents.

13. Responding to concerns/disclosures of abuse

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

Dos:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully** and **tell** the child what you are going to do next.
- use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

Don'ts:

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking or ask the pupil to write an account.
- try to investigate the allegation yourself.
- promise confidentiality eg say you 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. 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. (Appendix 3)

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

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.

14. Missing children and children missing education

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

- Missing – whereabouts unknown or

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

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

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, we follow the WSCB procedure and refer to the MASH team as appropriate.

Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service where necessary.

15. Special Education Needs and Disability (SEND)

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

In our school, pupils with SEND are encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

16. Female Genital Mutilation (FGM)

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

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

We will report to the police any 'known' cases of FGM to the police as required by law.

17. Peer on Peer abuse

All our pupils have a right to attend school and learn in a safe environment. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys perpetrators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up".

It is likely to include, but not limited to:
- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting or
- initiation/hazing type violence and rituals.

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

Procedures to minimise the risk of peer on peer abuse;

• how allegations of peer on peer abuse will be recorded, investigated and dealt with;

• clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;

• a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";

• recognition of the gendered nature of peer on peer abuse (i.e.), but that all peer on peer abuse is unacceptable and will be taken seriously; and

• the different forms peer on peer abuse can take, such as:

• sexual violence and sexual harassment.

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

• sexting (also known as youth produced sexual imagery): the policy should include the school or college's approach to it. The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has published advice for schools and colleges on responding to sexting incidents; and

• initiation/hazing type violence and rituals.

18. Preventing radicalisation

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

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

19. Off site visits and exchange visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.
Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in Appendix 2

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

20. Record keeping and information sharing

The school will:

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

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

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

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

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

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

21. Escalation policy

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

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

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

22. **Whistleblowing**

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with any member of the SLT.

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

- The NSPCC whistleblowing helpline
  Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or e.mail help@nspcc.org.uk.
- A member of the governing body: Charles Goodbody

23. Managing allegations against adults

Warminster School follows the procedures set out in the WSCB Allegations Management Policy. If a staff member has concerns about another staff member or volunteer they report this immediately using the procedure described in 'Allegations against adults' flowchart. Appendix 5.

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

24. Training

All members of staff and volunteers have read and understood this policy, the school's Code of Conduct and KCSIE 2018, and have signed to this effect. In addition, staff have the opportunity to update their training via online training.

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

25. Induction

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

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff 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.

26. Safeguarding training

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

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

Advanced training

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

27. 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.

28. Preventing Radicalisation

All staff receive Prevent training.

29. 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.

30. Governors

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

Monitoring and review

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

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

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

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

Related legislation and key documents

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

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

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

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

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.

Appendix 2

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

Member of staff has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviors

Where a young person discloses abuse or neglect

- 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

Discuss concerns with Designated /Named Safeguarding Lead

The Safeguarding Lead will consider further actions required, including consultation with MASH (number below). Concerns and discussions, decisions and reasons for decisions should be recorded in writing by agency/organisation.

In exceptional circumstances or in the absence of a Safeguarding Lead the individual may contact MASH directly.

Still have concerns – refer to MASH

No longer has safeguarding concerns

Multi-agency Safeguarding Hub:
0300 456 0108

Out of hours Emergency Duty Service (5.30pm to 9.00 am): **0845 6070 888**

If the child is in immediate risk dial 999 and ask for police assistance

MASH
1. Acknowledge receipt of referral
2. Decide on next course of action (within 1 working day)
3. Feedback decision to referrer (e.g. further assessment including Strategy Discussion /Child protection enquiries; no further action required for children's social care and Early Help CAF recommended; referral to other agency for service provision).

Additional/unmet needs – consult with relevant agencies and undertake an Early Help CAF and Team around the Child meetings

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

Updated January 2018

Appendix 3

ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN- GUIDANCE FLOWCHART

If you become aware that a member of staff/volunteer may have:
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly 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

↓

Where a young person discloses abuse or neglect
- 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 your /a senior manager/safeguarding lead
Unless there is clear evidence to prove that the allegation is incorrect the manager /safeguarding lead must:
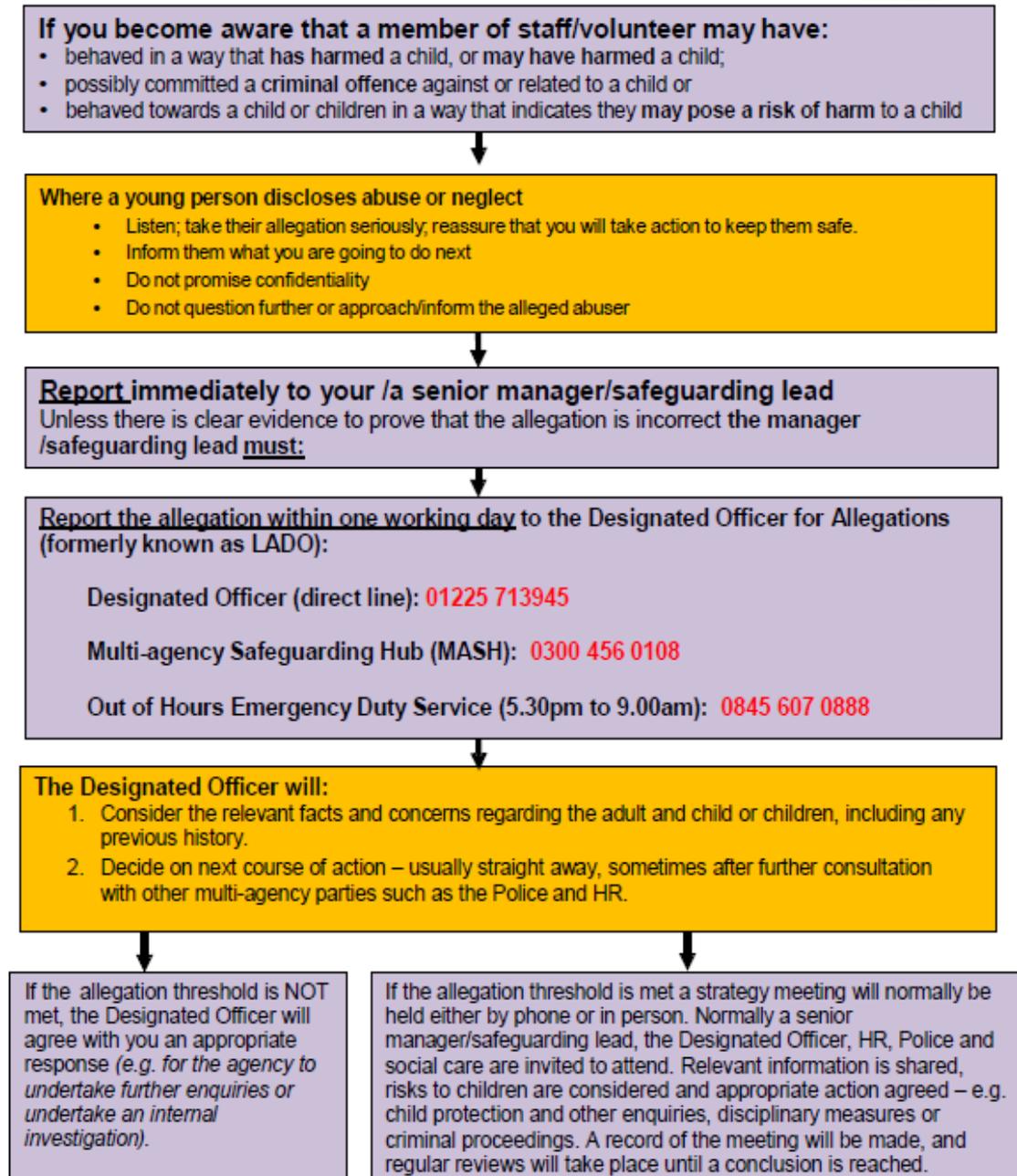
↓

Report the allegation within one working day to the Designated Officer for Allegations (formerly known as LADO):

Designated Officer (direct line): 01225 713945

Multi-agency Safeguarding Hub (MASH): 0300 456 0108

Out of Hours Emergency Duty Service (5.30pm to 9.00am): 0845 607 0888

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The Designated Officer 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 Designated Officer will agree with you an appropriate response *(e.g. for the agency to undertake further enquiries or undertake an internal investigation)*.	If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager/safeguarding lead, the Designated Officer, 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 reached.

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

Allegations against staff and volunteers flowchart   Review Date: February 2018

Warminster School Safeguarding Policy

Child welfare concern record: Part A

Complete **Part A** this form every time you have a concern about a child.

The Designated Safeguarding Lead will complete **Part B**

Child's name	
Date of birth	
Name of member of staff reporting the concern	**PRINT NAME**
	Signature
Date (DD/MM/YY)		Time	

Concern- Use the body- map below to show any marks or injuries.
Additional form used? (Attach securely)   Yes / No

Children must not be undressed or photographs taken of any marks or injuries
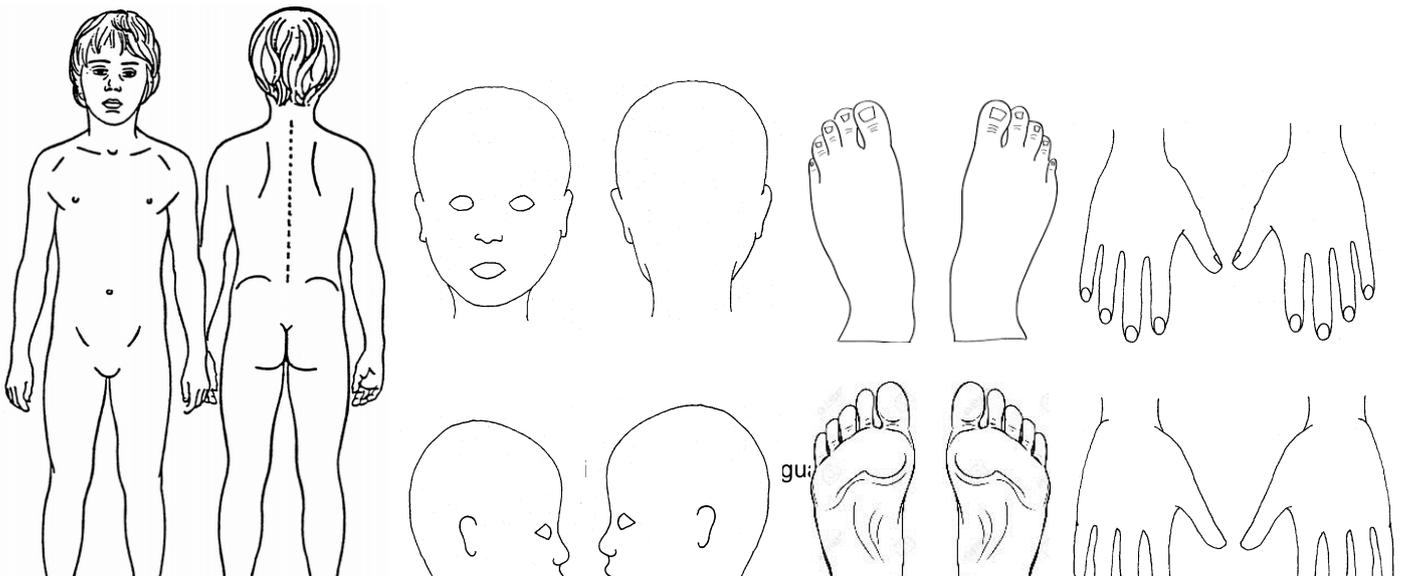
Concern Form   Part B

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

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

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

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