

BISHOP WORDSWORTH'S SCHOOL  
CHILD PROTECTION AND SAFEGUARDING 2021

A Statutory Policy

<b>KEY SAFEGUARDING PERSONNEL</b>			
Role	Name	Tel.	Email
<b>Head</b>	Dr S D Smallwood	01722333851	sds@bishopwordsworths.org.uk
<b>Designated Safeguarding Lead (DSL)</b>	Ms Z Lambard	As above	zhl@bishopwordsworths.org.uk

<b>Deputy DSL (DDSL)</b>	Mr D Brown Mr J Rogers Mrs L Drummond Mrs E Jacobs Mrs K Bazire-Smith	As above	dgb@bishopwordsworths.org.uk jpr@bishopwordsworths.org.uk lcd@bishopwordsworths.org.uk esj@bishopwordsworths.org.uk kbs@bishopwordsworths.org.uk
<b>Nominated Governor</b>	Mrs J Ranaboldo	As above	
<b>Chair of Governors</b>	See Website under 'Governors'	As above	As above
<b>Designated Teacher for Looked After Children</b>	Mr J Rogers	As above	jpr@bishopwordsworths.org.uk

**The key safeguarding responsibilities within each of the roles above are in Keeping Children Safe in Education (2021). See also Annexes A and B.**

**Early Help Intervention Advisor (South):** 01225-757900 or 07423701865

**Children's Social Care referrals:**

Multi-Agency Safeguarding Hub (MASH): 0300 456 0108; Out of hours: 0300 456 0100

**Hampshire Multi-Agency Safeguarding Hub (MASH):**

0300 555 1384 Out of hours: 0300 555 1373 [csprofessional@hants.gov.uk](mailto:csprofessional@hants.gov.uk)

**Dorset Child Advice & Duty Service:** 0130522866 (public); 01305228558 (professional)

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

**DEFINITIONS**

**The School** Bishop Wordsworth's School

**Parent(s)** includes guardian(s) or any person who has parental responsibility for the pupil or who has care of them.

**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).

**Children** includes everyone under the age of 18.

Safeguarding is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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 governors' policies and should be read with the following policies relevant to the safety and welfare of pupils:

- |                          |  |                             |
|--------------------------|--|-----------------------------|
| • Behaviour & Discipline | • Staff Disciplinary Procedure & Code of Conduct | • SEND & Medical Conditions |
| • Equality               | • Whistleblowing                                 | • Data Protection           |
| • Sex education          | • Health and Safety                              | • Harassment & Bullying.    |

**Child Protection** is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering significant harm. or at risk of suffering such harm.

**DSL Action** in this Policy is to be interpreted as action by the DSL, DDSL or a staff member instructed by either of them to take the action, eg: report a concern to the Multi-Agency Safeguarding Hub (MASH).

**Mandatory and Advisory Action.** Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is good practice and is to be adhered to unless non-compliance can be justified.

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## ENCLOSURE

1. Keeping Children Safe in Education (KCSiE) Part One:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1021914/KCSiE\\_2021\\_September\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSiE_2021_September_guidance.pdf)

## INTRODUCTION

1. Bishop Wordsworth's School (the School) is committed to safeguarding children and young people with the aim of creating a culture of vigilance, where adults take all welfare concerns seriously and will act in the best interests of the child,
2. **Sources & Scope.** This Policy complies with the Law and statutory guidance (see Paragraph 2 below) and follows the child protection procedures set out by the Wiltshire Safeguarding Children Board / Safeguarding Vulnerable People Partnership (SVPP) and the statutory guidance issued by the Department for Education Keeping Children Safe in Education, 2021. This Policy applies to all staff in the School. Any safeguarding concerns or disclosures of abuse relating to a pupil at School or outside of school hours are within the scope of this Policy.
3. **Legal Requirements.** The Governors and Staff of the School recognise their legal obligation to do all that they are able to safeguard the pupils in their care. This Policy, the Staff Induction Policy, KCSiE and the guidelines and requirements in the Staff Handbook cover the legal obligations of the School. All staff and volunteers are required to act in accordance with:
  - a. Common Law - "Duty of Care" (*in loco parentis*).
  - b. The Education Act, 2002, Sec 175.
  - c. Sexual Offence Act 2003.
  - d. The Children's Acts, 1989 & 2004.
  - e. The Safeguarding Vulnerable Groups Act, 2006.
  - f. 'Keeping Children Safe in Education' (KCSiE) (Enclosure 1).
  - g. Working together to Safeguard Children, 2018
  - h. Counter-Terrorism and Security Act 2015.
  - i. Teachers' Standards 2013 (updated 2021)
  - j. Children Missing Education Statutory Guidance 2016.
  - k. Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018.
4. **Key Personnel.** Key personnel are listed on Page 1. They are:
  - a. **The Nominated Governor. The School** has a 'Nominated Governor' to oversee its safeguarding arrangements. The role of the Nominated Governor is at Annex A.
  - b. **Safeguarding Leads.** The Governing Body has appointed a senior member of staff from the School's leadership team, to the role of Designated Safeguarding Lead (DSL) and five staff members as Deputy Designated Safeguarding Leads (DDSL) for child protection and safeguarding. The role of the DSL is at Annex B. During term time, the DSL and/or a deputy should always be available during school hours for staff in the school to discuss any safeguarding concerns. In the absence of both of them, any Designated Safeguarding Lead action is to be taken by the Head, or another member of the Leadership Team consulting if necessary with the MASH.
  - c. **Designated Safeguarding Lead Training.** On appointment, the Designated Safeguarding Lead is to receive inter-agency and Designated Safeguarding Lead/Safeguarding training. Update training is to be undertaken at appropriate intervals.

5. **Safeguarding Information For Pupils.** Pupils are taught about safeguarding through various teaching and learning opportunities, as part of a broad and balanced curriculum. They are taught to recognise when they are at risk, how to keep themselves safe and how to get help when needed. This includes online safety and mental health issues, covered during PHSE lessons, tutor time and year assemblies. Pupils may talk to any member of the teaching or non-teaching staff but in particular to:

- a. Their Form Tutor (Years 7-11) or Mentor (Sixth Form).
- b. Any member of the relevant Pastoral Team.
- c. The Pastoral Support Officers (Mrs Bazire-Smith (Y7-8); Mrs Jacobs (Y9-11) or Mrs Stoneham (Y12-13).
- d. The Special Educational Needs Co-Ordinator (Mrs Paden).
- e. The School Chaplain (Reverend Dr Wood).
- f. The School Nurse.
- g. The Senior Tutor (Mr Higson).
- h. The School ELSA (Mrs Grayer).

6. **Expectations – Pupils.** All pupils are expected and educated to treat others with respect, consideration and kindness (See Annex G to the Behaviour and Discipline Policy (Anti-Bullying); PHRSE Policy; Relationships & Sex Education Policy; Spiritual, Moral, Social and Cultural Development Policy).

7. **Communications.** The School aims to promote and maintain clear communication with pupils' parents (see Home School Liaison Policy) and will work as appropriate with other agencies to ensure comprehensive safeguarding procedures are in place and to promote the welfare of pupils.

8. **Information Sharing.** It is recognised that Information Sharing is of paramount importance in the safeguarding of pupils, and therefore the "*Seven Golden Rules for Information Sharing*" recommended by the Department for Education (DfE) are to be followed. Staff are to be aware that:

- a. Data Protection is not a barrier to information sharing.
- b. Openness and honesty are essential.
- c. Where doubts exists, advice is to be sought (eg from the MASH or Early Help).
- d. Information is to be shared: where appropriate with consent.
- e. The safety and well-being of the individuals concerned are paramount.
- f. Information sharing should be necessary, proportionate, relevant, accurate, timely and secure.
- g. Records are to be kept securely.

## **PROTECTION OF PUPILS & TYPES OF ABUSE**

9. The School environment should be safe (See: Health & Safety & Security policies). All pupils are to be protected from sources of potential harm (See ICT Policy, including Annex A: Acceptable Use; Pastoral Care Policy; Equality Policy; Substance Use & Abuse Policy).

- a. All adults who work or volunteer with children are required to be able to identify concerns about child abuse.
- b. All staff at the School 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. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern and are trained to raise the issue with the relevant pastoral team or with the DSL or DDSL if it is a safeguarding concern.
- c. It is recognised that when a child has a social worker, it is an indicator that the child may be more at risk than most pupils. This may mean they are more vulnerable to further harm, and / or face additional barriers to education e.g. attendance, behaviour, poor mental health. This is taken into account when making plans to support pupils with a social worker.
- d. Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. The School recognises the increased risk of abuse, neglect and bullying (including prejudice-based bullying) towards this group and acknowledges that they may be disproportionately impacted by such behaviours. Managing or reporting this may be complicated by communication barriers. Additional support is provided by the School SENDCo.
- e. The School assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.
- f. The main categories of abuse and safeguarding issues are tabulated below with associated procedures in the next section:

Main categories of abuse:	Specific safeguarding issues:
	For other specific safeguarding issues, see <i>Keeping Children Safe in Education 2020</i> .
<ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Emotional abuse</li> <li>• Sexual abuse</li> <li>• Neglect</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Child Sexual Exploitation (CSE)</b></li> <li>• So-called ‘honour based’ violence, including <b>Female Genital Mutilation (FGM)</b> and <b>Forced Marriage</b></li> <li>• <b>Preventing radicalisation</b></li> <li>• <b>Children missing education</b></li> <li>• <b>Peer on peer abuse</b></li> <li>• <b>Child Criminal Exploitation (County Lines)</b></li> <li>• <b>Domestic abuse</b></li> </ul>
<b>More information, including indicators, is at Annex C</b>	

**CHILD SEXUAL EXPLOITATION (CSE)**

- 10. CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults.
- 11. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.
- 12. Consent cannot lawfully be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

13. CSE does not always involve physical contact and can happen through the use of technology.

14. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

15. Indicators may include: Acquisition of money or gifts without plausible explanation; gang associations or isolation from peers; unexplained absences from school or exclusions; persistently going missing from home or returning late; excessive receipt of texts/phone calls; being under the influence of drugs / alcohol; inappropriate sexualized behaviour / sexually transmitted infections; evidence or suspicious of physical or sexual assault; relationships with controlling or significantly older individuals / groups; concerning use of internet or other social media; increasing secretiveness around behaviours; self-harm or significant changes in emotional well-being.

16. Students with particular vulnerabilities include those with: prior experience of neglect or abuse; lack of a stable / safe home environment; recent bereavement or loss; social isolation or difficulties; economic vulnerability; homelessness; connections with others involved in exploitation or sex work; having a disability; being in care; sexual identity.

17. More information can be found in Child Sexual Exploitation: Definition and Guide for Practitioners (DfE 2017)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

## **FEMALE GENITAL MUTILATION (FGM)**

18. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff are to inform the DSL without delay if they suspect a girl is at risk of FGM and be aware of any indications (such as signs of pain or discomfort) that may indicate it has taken place.

19. Risk factors include: low level of integration into UK society; mother or sister who has undergone FGM; girls withdrawn from PSHE; visiting female elder from the country of origin; being taken on a long holiday to country of origin; talk of a “special procedure” to become a woman.

20. **FGM Mandatory Reporting Duty.** The Law requires staff to report to the police if FGM appears to have been performed on a girl under 18.

21. FGM is a form of honour-based abuse (HBA), which encompasses crimes committed to protect or defend the honour of the family and/or the community. Alongside FGM, this includes forced marriages and practices such as breast ironing. Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency.

## **PREVENTING RADICALISATION**

22. Potential harm also includes that of being radicalised by exposure to extremist ideology. Staff are to be trained in, and take note of the Prevent Duty which is the duty required by the Counter-Terrorism and Security Act 2015 on various authorities, including schools, to have due regard to prevent people from being drawn into terrorism. The Prevent Duty is at: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> and is summarised at Annex D to this Policy.

23. Staff are to use their judgement in identifying children who might be at risk of radicalisation and speak to the DSL if they are concerned about a child. The DSL will take appropriate action which may include making a referral to the MASH or to the Channel programme (an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour).

24. Early indicators of radicalisation or extremism may include: Showing sympathy for extremist causes; glorifying violence; making comments about extremist events or rallies; evidence of possessing extremist literature; advocating messages similar to extremist groups or other illegal organisations; out of character changes in dress, behaviour etc.; secretive behaviour; relevant online searches; intolerance of difference (e.g faith, race, culture etc.); art or writing displaying extremist themes; verbalising extremist, anti-western or anti-British views; advocating violence towards others.

## **CHILDREN MISSING EDUCATION**

25. The school endeavours to keep at least 2 up-to-date contact numbers for parents/carers.

26. When a pupil does not attend school, whether or not the parent has informed the School, it will normally be for everyday reasons and be of no concern. However, missing education can be an indicator of abuse or neglect and therefore, if there have been pastoral concerns about the pupil or the pupil has been absent often, without explanation, the respective Pastoral Team is to investigate why the pupil is missing.

27. A pupil who goes missing or runs away is at risk and safeguarding children includes protecting them from this risk. Additionally, 'Looked After' children missing from their placements are particularly vulnerable.

28. **Concerns About A Missing Pupil.** If there are concerns about a pupil who is missing from school the following action is to be taken:

- a. If a pupil is absent and the parents have not contacted the School they are to be contacted. If the parental explanation is satisfactory no further action is to be taken.
- b. If the parents cannot be contacted or, if the DSL still has concerns regarding their explanation for the absence, the DSL will follow the Wiltshire Schools Children's Board (WSCB) procedure and contact the MASH team (see Page 1).
- c. The DSL will also refer to the MASH any child being withdrawn from school to be electively home educated where there are safeguarding concerns.

29. **Unauthorised Absence Procedures.** Unauthorised absence procedures are to be followed and concerns must be reported to the Local Authority through the Education Welfare Officer (of the LA) if any of the conditions below are fulfilled: A pupil has:

- a. Ten days or more continuous absence from school without an explanation. (Where there are particular welfare concerns about a pupil this timescale should be reduced to only three days of continuous absence).
- b. Left school suddenly and their destination is unknown.
- c. Not taken up an allocated school place as expected.

30. **Looked After Children.** In accordance with statutory guidance: when the School has Looked After Children an appropriately trained designated teacher is to be appointed by the Head to promote the educational achievement of those children. If a looked after pupil or a pupil with a Child Protection Plan is missing the case is to be referred to the MASH team within 48 hours.

## **PEER ON PEER ABUSE**

31. All children have a right to attend school and learn in a safe environment. Children must be free from abuse from other pupils.

32. Pupils may abuse and bully other pupils for example by:

- a. Bullying, including cyber bullying, prejudice-based and discriminatory bullying
- b. Abuse in intimate personal relationships between peers.
- c. Physical abuse which can include hitting, biting, shaking, kicking, hair pulling or otherwise causing physical harm.
- d. Sexual harassment (including upskirting) and sexual violence
- e. Consensual and non-consensual sharing of nudes and semi-nudes (previously referred to as sexting). The key guidance supporting schools in managing incidents of this nature is the UKCIS document <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- f. Initiation/ hazing type violence and rituals.

33. Children are capable of abusing their peers and such abuse is not to be tolerated nor passed off as 'banter' or 'part of growing up'. Therefore staff are to take particular note of the School's Behaviour and Anti-Bullying Policy and be vigilant for the signs and symptoms of peer on peer abuse so that it is minimized. Allegations of peer on peer abuse are to be referred to the Pastoral Teams who are to investigate and respond to any issues in conjunction with the Safeguarding Team where appropriate.

34. Any concerns regarding behaviour that cannot be dealt with on the spot are to be advised to the Form Tutor (immediately if appropriate) and/or relevant Pastoral Head for investigation and appropriate action.

35. If there is a safeguarding concern the DSL is also to be informed for a decision on appropriate action and recorded in accordance with this Policy and the guidance in KCSiE 2021 Part 5.

36. Victims of peer on peer abuse are to be supported by the relevant pastoral team who will work closely with parents.

37. All incidents and actions will be recorded on CPOMS under the relevant tags, for further analysis by the Safeguarding team.

## **CHILD CRIMINAL EXPLOITATION (CCE) – e.g. 'COUNTY LINES'**

38. CCE is where an individual or a group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. This does not always involve physical contact; it can also occur through use of technology.

39. One key example is county lines: 'County lines' is a term for gangs and organised criminal networks supplying drugs to other areas in the UK, usually using dedicated mobile phone lines. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. A common feature in county lines drug supply is the exploitation of young and vulnerable people who can become trapped by threats of violence if they attempt to leave.

40. All staff are to be trained in the dangers posed to our students by 'County Lines' and encouraged to raise any concerns they might have for the welfare of any student.

41. Some of the following can be indicators of CCE: Children with unexplained gifts / possessions; those who associate with other young people involved in exploitation; changes in emotional wellbeing; misuse of drugs and alcohol; children absent from home or school without explanation;

## **DOMESTIC ABUSE**

42. The Domestic Abuse Act, 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour or as a single incident, between two people over the age of 16, who are "personally connected" to each other:

- a. Physical or sexual abuse
- b. Violent or threatening behaviour
- c. Controlling or coercive behaviour
- d. Economic abuse (attempts to acquire, use or maintain money or other property or obtain goods or services from the victim)
- e. Psychological, emotional or other abuse

43. The definition of domestic abuse applies to children if they see, hear or experience the effects of the abuse; and they are related to the abusive person.

44. Types of domestic abuse include intimate partner violence; abuse by family members; teenage relationship abuse and child / adolescent to parent violence and abuse.

45. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

46. The School is part of Operation Encompass and receives timely information about police attended incidents.

47. The National Domestic Abuse helpline can be called free of charge and in confidence on 0808 2000 247.

## **PROCEDURE FOR STAFF TO REPORT A CONCERN ABOUT A CHILD**

48. All staff are to follow the WSCB / SVPP procedure shown in the 'What to do' flowchart at Annex E. Where there is a safeguarding concern, the child's wishes and feelings are to be taken into account.

49. Where any adult in the School has a concern about a child they are to:

- a. Report the concern to the DSL/ DDSL (immediately if appropriate). In their absence, staff members may speak directly to Children's Social Care by contacting the MASH – see Page 1.
- b. If in doubt, the DSL/ DDSL or member of staff is to seek advice from the MASH.
- c. Record the concern by completing a Welfare and Child Protection Concern on CPOMS (data recorded on CPOMS includes chronology and also other data eg parents, siblings etc, from SiMS with a completed body map if appropriate. Once the form is complete then the DSL and DDSLs must be informed by using the DSL alert button. The form is to be completed in full and the DSL is to add outcomes and any action taken or to be taken.

50. The DSL is then to initiate appropriate action and consider a referral to the MASH or Early Help (Paragraphs 60 to 63 give further information about Early Help).

51. School staff are not to investigate safeguarding concerns or attempt to determine the truth of any disclosure or allegation. However, all staff and volunteers have a duty to recognise concerns and inform the DSL (immediately if appropriate).

52. Annex E provides information about the actions taken by Children's Social Care when there are concerns about a child.

53. If a child's situation does not appear to be improving the staff member with concerns is to request a re-evaluation. In addition, the DSL or pastoral staff as appropriate are to review the child's situation, when they think fit, to ensure that the concerns have been addressed and that, most importantly, that the pupil's situation improves.

54. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a pupil is wrong. In such cases the WSCB Case Resolution Protocol and Escalation Policy is to be followed if appropriate.

## **RECORD KEEPING OF CHILD PROTECTION & SAFEGUARDING CONCERNS**

55. **Recording Concerns.** The DSL is to ensure that all pupil safeguarding and child protection concerns are recorded clearly on the CPOMS Concerns Form and Body Map with actions taken and outcomes as appropriate. The records are to record the wishes and views of the pupil.

56. **Record Filing, Security and Retention.** The DSL is to ensure that any hard copy Child Protection (CP) safeguarding records are secured in a locked location. Current hard copy records are to be signed and dated and filed under the pupil's name (not in family files) separately from other pupil and staff records.

- a. Only the Headmaster, DSL, DDSL(S) and Ofsted may normally access records: other staff may be given relevant information on a 'need to know' basis and the police and Agencies such as Children's Social Care may also be given safeguarding information.

- b. Parents may request access in writing but any third party information is first to be expunged and pupils over 12 years of age may be entitled to refuse parental access. An access request may be refused if the DSL considers disclosure could increase the risk of harm to the pupil or if it could prejudice the prevention, detection or prosecution of a serious crime; or lead to unjustified delay in making enquiries about allegations of significant harm to a child or adult.
- c. Parental requests and any disclosures are to be recorded. However, parental requests for data may not be met in certain circumstances see Paragraph 44 below.
- d. CP records (hard and soft copy) are to be retained until the pupil reaches age 25 and then destroyed. Safeguarding records below the CP threshold are to be retained until one year after the pupil, or last sibling, has left the School. Serious cases may be retained for longer with the authority of the DSL.
- e. More detailed guidance is available from Wiltshire Council.

**57. Transfer of Child Protection and Safeguarding Files If Pupil Leaves the School.**

Safeguarding files may contain CP records where the CP threshold has been met and Welfare Concern records, including Early Help and CAF information (where the CP threshold has not been met). Parents are to be made aware that the School has a duty of care to transfer relevant information to a new educational establishment. If a file is to be transferred a copy is to be retained (see Subparagraph 40d above), the original transferred securely between schools separate to the main pupil file and a receipt requested from the addressee school and filed with the copy record. If the pupil is removed from the School roll to be home educated, the file is to be sent to the LA Elected Home Education Administrator. In accordance with the Data Protection Act only data relevant to CP or Safeguarding is to be transferred.

- a. **Child Protection Records.** When a pupil transfers to another school (or an alternative provision) the DSL is to inform the receiving school without delay if he has a CP record and then transfer the record: see Paragraph 39 above.
- b. **Welfare Concern Records.** A Welfare Concern record below the CP threshold but with continuing relevance to the child’s wellbeing (as decided by the DSL) is to be transferred but normally with parental consent. If the parents object to the transfer the DSL is authorised to override the objection if there is a genuine belief that transferring the information is in the best interests of the child and that not doing so would represent a risk to the child. The DSL is to record any such authorisation and the rationale for the decision.

**RESPONDING TO DISCLOSURES - GUIDANCE FOR STAFF**

58. Responses are tabulated below:

- DO:**
- **create a safe environment by offering** the child a private and safe place if possible.
  - **stay calm** and reassure the child and stress that he/she is not to blame.
  - **tell** the child that you know how difficult it must have been to confide in you.
  - **listen carefully** and **tell** the child what you are going to do next
  - Do not interview the child, keep questions to a minimum and encourage the child to use his/her own words: questioning should only include TED questions:
  - **Tell me**
  - **Explain**
  - **Describe**

- Or use the mirroring technique:  
i.e. “*My dad hit me last night*”; respond by “*Your dad hit you last night?*”
- Record as soon as possible on the Welfare concern Record on CPOMS (similar to Annex G) exactly what the child has said to you / what you have heard or what you saw, and any other relevant information.
- **Immediately** (if appropriate) inform the DSL/DDSL (and nobody else) so that any appropriate action can be taken to protect the child if necessary.
- Depending upon the nature of the disclosure the DSL/DDSL is to decide as to how best to support the pupil concerned – whether s/he can return to classes, whether s/he needs to take time out of lessons or whether it might be appropriate to take some other action.

**DO NOT:**

- 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.

## DISCUSSING CONCERNS WITH PARENTS

59. Further information and advice can be found at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

60. The School is committed to work in partnership with parents and in most situations it will be appropriate to discuss initial concerns with them. However, there will be some circumstances where the DSL will not consider it appropriate to seek consent from the individual or their family, or to 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.

## MANAGING ALLEGATIONS AGAINST ADULTS

61. The procedure to be followed is the WSCB ‘Allegations against adults’ flowchart (at Annex G). The flowchart is based on the WSCB Allegations Management Policy.

62. If anybody is concerned about the behaviour of a School adult employee or volunteer, they are to advise the Head (immediately if appropriate). If the Head is the subject of the allegation, the Chair of Governors is to be informed without notifying him. The Head (or Chair of Governors) is to consider whether the concern is to be referred to the Designated

Officer For Allegations (DOFA) (contact details in Annex G) and, if so, is to refer within one working day. If the DOFA cannot be contacted, the MASH is to be informed.

63. The Head will decide whether the concern is an allegation or a low level concern (see Annex G). The term “low-level” does not mean that it is insignificant, but that it does not meet the threshold for referral to the DOFA. An allegation means that the adult has: harmed or may have harmed a child; 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; and / or behaved in a way that indicates they may not be suitable to work with children (this also includes behaviour outside of school).

64. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child but also supports the subject of the allegation. Before contacting the DOFA, the school will conduct basic enquiries to help determine whether there is any foundation to the allegation.

65. If a concern is graded “low-level”, it means that the concern has not met the criteria for an allegation, and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours may include: being over-friendly with children; having favourites; engaging with a child on a one-to-one basis in a secluded area or behind a closed door; using inappropriate, sexualised, intimidating or offensive language, Low level concerns will be recorded in writing and records will be kept confidential and secure. If a pattern of behaviour is identified, the matter will be referred to the DOFA.

66. It may be appropriate for the member of staff to be suspended without prejudice pending the results of the investigation.

67. School staff are to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

68. Malicious allegations by staff will be investigated and dealt with by the Head and, if appropriate, a governors’ Discipline Panel.

69. **Action If Staff Have Concerns About A Colleague.** All staff are to note that the welfare of a pupil is paramount and must not delay raising concerns that could jeopardise a colleague’s career.

70. **Historical Abuse Allegations.** KCSiE now expressly requires schools to report historical abuse allegations to the police. The Head, in consultation with the Chair of Governors, is to report any allegations of this nature to the police.

## **WHISTLEBLOWING**

71. The allegation management procedure above is to be used when the behaviour of an adult causes a concern however, staff and volunteers are also to feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime (ie ‘whistleblowing’). The Whistleblowing Policy is at [http://www.bws-school.org.uk/The\\_School/Policies/pdf/Whistleblowing.pdf](http://www.bws-school.org.uk/The_School/Policies/pdf/Whistleblowing.pdf).

72. **NSPCC Whistleblowing Helpline.** The Helpline is at: [NSPCC whistleblowing helpline](http://www.nspcc.org.uk/whistleblowing-helpline) and may be used by staff who do not feel able to raise concerns regarding child protection failures internally. Staff may also telephone: 0800 028 0285 from 8:00 AM to 8:00 PM, Monday to Friday or Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **PHOTOGRAPHY AND IMAGES**

73. In this section 'photograph' includes any image that may be stored electronically.

74. There are circumstances where it is appropriate for teaching and non-teaching staff to take photographs of school activities for the purposes of publicity etc. This is acceptable, but common sense is to be employed in the use of photography with regard to the context, the content, the purpose and the particular pupils involved. Group photographs pose very little, if any, difficulty whereas, if only small numbers of pupils are involved, parental consent is required.

75. If a member of staff is in doubt whether photography is appropriate, it is likely that it is not. Further guidance may be sought from the DSL/ DDSL.

76. Staff and volunteers are to:

- a. If appropriate as above, seek parental consent for photographs of pupils to be taken or published
- b. Ensure that pupils are appropriately dressed.
- c. Only retain photographs for a clear and agreed purpose.

77. Staff and volunteers should delete all photographs on personal devices once the agreed purpose has been carried out.

78. Staff and volunteers are not to:

- a. Take photographs in one to one situations.
- b. Take photographs of pupils for their personal use.

## **EARLY HELP**

79. All staff are to be alert of the potential for Early Help for a pupil who:

- a. Is disabled with specific additional needs.
- b. Had special educational needs whether or not s/he has a statutory Educational, Health and Care Plan).
- c. Is a young carer.
- d. Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- e. Is frequently missing/ goes missing from care or from home.
- f. Is misusing drugs or alcohol.
- g. Is at risk of modern slavery.
- h. Is in challenging family circumstances, eg; adult substance abuse, adult mental health problems or domestic abuse.
- i. Is showing early signs of abuse or neglect.

- j. Is at risk of being radicalised or exploited.
- k. Is privately fostered.

80. The document <http://www.wiltshire.gov.uk/early-years-wsbc-thresholds-document.pdf> advises schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need and includes action flow charts. At this School Early Help most often takes the form of pastoral care involving some or all of the staff identified in paragraph 4 of this policy. Staff should be able to identify pupils who may benefit from Early Help as a problem emerges and are to speak to the DSL and/or pastoral team as appropriate.

81. When the DSL considers it appropriate, there is to be early intervention via a referral to 'Early Help' (01225 757 900 or 07423 701 865) in order to prevent situations escalating into significant problems. The 'What to do' flow chart (Flow Chart in Annex E) is to be followed which may result in the completion of an Early Help Common Assessment Framework (CAF) or a 'My Support Plan'.

82. Therefore, the following is to be considered by the DSL and actioned as necessary:

- a. An assessment of the need for early help using:
  - (1) The guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the pupil's needs.
  - (2) The Multi-Agency Thresholds for Safeguarding Children on the WSCB/SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- b. The provision of early help services, eg: school nurse, pastoral worker, SENCO, family outreach worker.
- c. Referring to appropriate services e.g. Children and Adolescent Mental Health Service (CAMHS).

## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)**

83. Children with additional needs face an increased risk of abuse and neglect and therefore staff are to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse are to be reported as for other pupils.

84. Children with SEND (whether or not they have a statutory Education, Health and Care Plan) can provide additional safeguarding challenges because additional barriers can exist when recognising abuse and neglect in this group. For example:

- a. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- b. Children with SEN and disabilities can be disproportionately impacted by for example bullying without showing any signs outwardly.
- c. Communication barriers and difficulties in overcoming these barriers.

85. The aim of all staff must be to provide a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils are to be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs & Disabilities Co-ordinator (SENDSCO) to identify pupils with particular communication needs.

86. Wiltshire Council provides targeted support services for children with SEND who need additional support: SEND Service: 01225 757 985.

## **VISITORS**

87. 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.

88. Visitors with a professional role are required to have had the appropriate vetting checks undertaken by their own organisation. They are to be requested to provide evidence of their professional role and employment details (eg: an identity badge). If necessary, the relevant organisation is to be contacted to verify the individual's identity.

## **OFF-SITE VISITS**

89. The procedure for off site visits is in the Health & Safety Policy which requires appropriate risk assessments to be in place prior to any off-site visit taking place and that an overnight visit leader is required explicitly to direct:

- a. Sleeping arrangements.
- b. The role and responsibility of each adult, whether employed or volunteer.
- c. On/off duty arrangements.
- d. Clear directions about boundaries and interactions with children and that adults are not expected to smoke nor drink alcohol.
- e. That staff and any volunteers are not to give parents their mobile telephone numbers for contact but are to use the School mobile telephones.

90. Action to be taken regarding safeguarding concerns or allegations are to follow this Policy. The visit leader is to report any safeguarding concerns to the DSL who is to refer them to the MASH. If the allegations are about the behaviour of a member of staff or volunteer then they are to be passed to the Head who is to consider making a report to the Designated Officer For Allegations (DOFA) if appropriate.

91. In an emergency the staff member in charge is to contact the police and/or the MASH.

## **EXCHANGE VISITS**

92. **Overseas Pupils.** When the School arranges a local homestay (billeting) for an overseas pupil, a DBS enhanced certificate with barred information should be obtained and any information on it considered. If there are other people in the family aged 16 years or over, a DBS enhanced certificate with barred information may be requested.

93. **Bishop's Pupils.** The School is to liaise with partner schools abroad to ensure, as far as is reasonable, that there are no safeguarding concerns regarding the suitability of adults in host families.

a. The parents of pupils who are to go on exchange visits are to be advised that the School has liaised with the partner school, if any specific DBS like checks have been carried out on host families and that a member of Bishop's staff will be at the host school to listen to any concerns that their pupils may have

b. Parents are also to be told that it is their responsibility to be satisfied with the arrangements for the exchange. If they are agreeable to the exchange they are to be given the name, address and telephone number of the accompanying staff member and advised that their son should carry a mobile telephone and know the staff member's and their parents' number.

## **PRIVATE FOSTERING**

94. A child may be cared for by someone who is not their parent or a 'close relative' by private arrangement. This is 'private fostering' when all the following conditions are met:

a. The child is under 16 years of age or under 18 if he has a disability.

b. The arrangement is for 28 days or longer.

c. The child's new carer does not have parental responsibility for the child and is not a close relative.

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

96. Parents and carers are legally required to notify the local authority of private fostering arrangements both to safeguard and protect the child's welfare and also in order that the local authority can support the child, parent and carer.

97. If the School becomes aware that a child or young person is being privately fostered, the DSL is to inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care and also advise Children's Social Care of the private fostering.

## **STAFF RECRUITMENT AND TRAINING**

98. **Safer Recruitment.** All staff are to be subject to safer recruitment processes and checks and the guidance in Part 3 of KCSiE is to be followed. All appointment panels are to include a member who has undertaken Safer Recruitment Training: this training is to be updated at least every five years. All applications for paid or voluntary posts are to be scrutinised and, if appropriate, interviewed and checked through the Disclosure and Barring Service (DBS). A single central record (SCR) of the essential checks as set out in KCSiE is to be maintained for:

a. All staff (including supply staff, and teacher trainees on salaried routes) who work at the School.

b. All governors and Members representatives.

99. **Staff Safeguarding Training at Induction.** All staff members are to attend safeguarding and child protection training at induction which is to include the following:

- a. This Policy.
- b. The Behaviour Policy.
- c. The Staff Behaviour Policy (which includes the staff Code of Conduct).
- d. The safeguarding response to children who go missing from education.
- e. The role of the designated safeguarding lead (including their identity and that of their deputy).
- f. Safeguarding elements of on-line safety.
- g. Prevent Training.
- h. Keeping Children Safe in Education Part 1 (and Annex A)

100. **Refresher Training.** Training is to be refreshed at least every 3 years. Additionally, all staff members are to receive regular safeguarding and child protection updates at least annually (via eg: email, e-bulletins, staff meetings) to provide them with relevant skills and knowledge to safeguard pupils effectively.

101. **Safer Working Practice.** All members of staff and volunteers are to read and understand:

- a. The School's Code of Conduct for Staff ( at Annex C of the Staff Disciplinary procedure: [http://www.bws-school.org.uk/The\\_School/Policies/pdf/Staff%20Disciplinary%20Procedure.pdf](http://www.bws-school.org.uk/The_School/Policies/pdf/Staff%20Disciplinary%20Procedure.pdf).)
- b. This Policy.
- c. Part 1 of KCSiE (at Enclosure 1). The Assistant Head Performance Management and Appraisal is to maintain a register of staff signatures as evidence that all staff have complied and report to the Head for his annual report to Governors.

102. **Staff Requirements.** All School staff are to:

- a. Be familiar with this safeguarding policy and have an opportunity to contribute to its review.
- b. Know how to recognise, and be alert to, the signs of neglect.
- c. Be alert to signs and indicators of possible abuse.
- d. Be able to record and report concerns as set out in this Policy.
- e. Be able to deal with a disclosure of abuse from a pupil.
- f. Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.
- g. Able to identify pupils requiring 'Early Help'.
- h. Understand the process for making referrals to children's social care.

103. **DSL and DDSL Training.** The DSL and DDSL are to undertake additional multi agency training which is to be updated at least every two years. They are also to attend updates at least annual including other relevant multi-agency courses and to note relevant e-bulletins and safeguarding networking events.

## **CHANGES IN LEGISLATION**

104. If, during the currency of this Policy, any statute or statutory instrument is enacted that adds to, modifies or is in conflict with any provisions of the Policy, then the Policy will be deemed to include any such statutory provision to the extent necessary to make the Policy compliant with that provision.

## **MONITORING**

105. The Designated Safeguarding Lead and Pastoral Teams will review practice regularly but all staff are encouraged to contribute to safeguarding arrangements and to advise the DSL of any possible improvements to working practices.

## **AUDIT**

106. The nominated governor for safeguarding is to liaise with the Headmaster and the DSL in the completion of the annual safeguarding audit return to the Local Authority.

## **EVALUATION**

107. The Policy will be reviewed annually by the Governors. It was first adopted 9 July 1996. The most recent 3 years' review history is below:

21 <sup>st</sup> November 2019	Minor updates
12 <sup>th</sup> November 2020	Minor updates
2 <sup>nd</sup> March	Minor updates and updated flowcharts in Annexes E, F and G

## **Annexes:**

- A. Role of the Nominated Governor.
- B. Role of Designated Safeguarding Lead and Deputy Designated Safeguarding Lead
- C. Indicators of Neglect & Abuse – Categories - Safeguarding Issues.
- D. The Counter-Terrorism and Security Act 2015 Prevent Duty.
- E. What To Do If Worried a Child is Being Abused or Neglected.
- F. Flowchart – Allegations Against Adults who work in schools.
- G. Allegation/concerns that do not meet the harms threshold – 'low level' concerns.

## **Enclosure:**

1. Keeping Children Safe in Education (KCSiE) Part One:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1021914/KCSIE\\_2021\\_September\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf)

**ANNEX A TO  
CHILD PROTECTION AND SAFEGUARDING POLICY**

**ROLE OF THE NOMINATED GOVERNOR**

1. **Duties on Schools.** The Governing Body is required to nominate a governor for Safeguarding and Child Protection to oversee the School's safeguarding arrangements. Governors have a statutory duty to provide the services of the School in a way that safeguards and promotes the welfare of pupils.
2. **Role.** The role of the nominee is to requires that Safeguarding and Child Protection always has a high priority by:
  - a. Championing Child Protection and Safeguarding issues within the School, liaising with the DSL and the Head and challenging procedures if necessary.
  - b. Being familiar with local and national guidance relating to safeguarding and child protection.
  - c. Attending child protection training for governors.
  - d. Being familiar with the role of the DSL and ensuring that s/he has sufficient time and resources to carry out her/his role.
  - e. Liaising with the Head and the DOfA regarding allegations of abuse against staff.
  - f. Liaising directly with the DOfA if these allegations relate to the Head.
  - g. Being aware of safer recruitment practices and ensure that appropriate checks are carried out for staff and volunteers and have oversight of the single central record.
  - h. Checking that this Policy is reviewed yearly and is up to date
  - i. Taking account of pupils' views about safety and be aware of how safe pupils feel in school.
  - j. Scrutinising the Wiltshire Council annual school safeguarding audit return completed annually by the Head/DSL and reporting to the Governing Body.
  - k. Ensuring that the Governing Body receives an annual report on the implementation of the child protection policy.
  - l. Advising/ reminding governors that they have a statutory duty to provide the services of the School in a way that safeguards and promotes the welfare of pupils.

## **ANNEX B TO CHILD PROTECTION AND SAFEGUARDING POLICY**

### **ROLE OF DESIGNATED SAFEGUARDING LEAD (DSL) & DEPUTY DSL (DDSL)**

1. The DSL is a senior member of staff and a member of the Leadership Team. The DSL has a detailed job description which outlines responsibilities. In summary, the DSL is to take lead responsibility for:

- a. Managing all child protection issues, except that the Head leads on allegations against staff (except against him or herself) including referring cases to the MASH or, if there is a radicalisation concern, to the Channel programme.
- b. Keeping detailed, accurate and secure written records of concerns and referrals.
- c. Acting as a source of support, advice and expertise with regard to safeguarding issues.
- d. Liaising with others in the School community, eg: the Head, Child Protection Governor, staff, volunteers and parents etc.
- e. Supporting staff who report incidents to the MASH or Channel programme. But note that staff are only to make such referrals in the absence of both the DSL, the DDSLs and the Head.
- f. Working in partnership with other agencies such as the local authority, MASH, police, Channel, Local Safeguarding Children Board including having a working knowledge of how the Local Authority conducts a child protection case conference.
- g. Being alert to the specific needs of children in need, children with social workers, those with SEND and young carers.
- h. Understanding the risks associated with online safety and ensure that all pupils (and in particular those with SEND) are able to stay safe online while at school.
- i. Undertaking training initially and at least every two years thereafter. In addition to this training they are to be proactive in ensuring that their knowledge and skills are updated eg by attendance at specific courses and reading safeguarding briefing notes. This should include undertaking Prevent awareness training. These updates to their training should occur at least annually.
- j. Raising awareness of safeguarding by regularly reviewing the safeguarding policy and procedures and ensuring the Policy is on the Website and therefore available to staff and parents.
- k. The induction and training of staff and volunteers in conjunction with the Assistant Head in charge of Continuing Professional Development and Induction.
- l. The maintenance, security and transfer of safeguarding files.
- m. Understand the assessment process for Early Help and statutory intervention.
- n. Referring cases where a crime may have been committed to the police.
- o. Referring cases where a person is dismissed or has left due to risk or harm caused to a child to the Disclosure and Barring Service as required.

2. **Information Distribution.** Information about pupils at risk of harm is to be passed to other members of staff and outside agencies on a “need to know” basis as judged necessary by the DSL, in order to help promote educational outcomes.

3. **Further Information.** Further information on the role of the DSL and DDSL is at Annex B of KCSiE.

**ANNEX C TO  
CHILD PROTECTION AND SAFEGUARDING POLICY**

**INDICATORS OF ABUSE & NEGLECT – CATEGORIES - SAFEGUARDING ISSUES**

**INDICATORS**

*What to do if you are worried a child is being abused* 2015 provides definitions and indicators of the categories of abuse and neglect. Some of the signs below *may* be indicative of abuse:

**Physical Abuse**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can also occur outside of the family environment.

**Emotional Abuse**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

**Sexual Abuse**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Note that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is wrong.

### **Neglect**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Children who are neglected often also suffer from other types of abuse.

Neglect may occur if a parent becomes physically or mentally unable to care for a child.

A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

## **SPECIFIC SAFEGUARDING ISSUES**

*KCSiE*, Annex A provides definitions and indicators of specific safeguarding issues. Some of the signs below *may* be indicative of abuse:

### **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'.

*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 is always to 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.

## PREVENTING RADICALISATION

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

**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 are to 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

## 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)

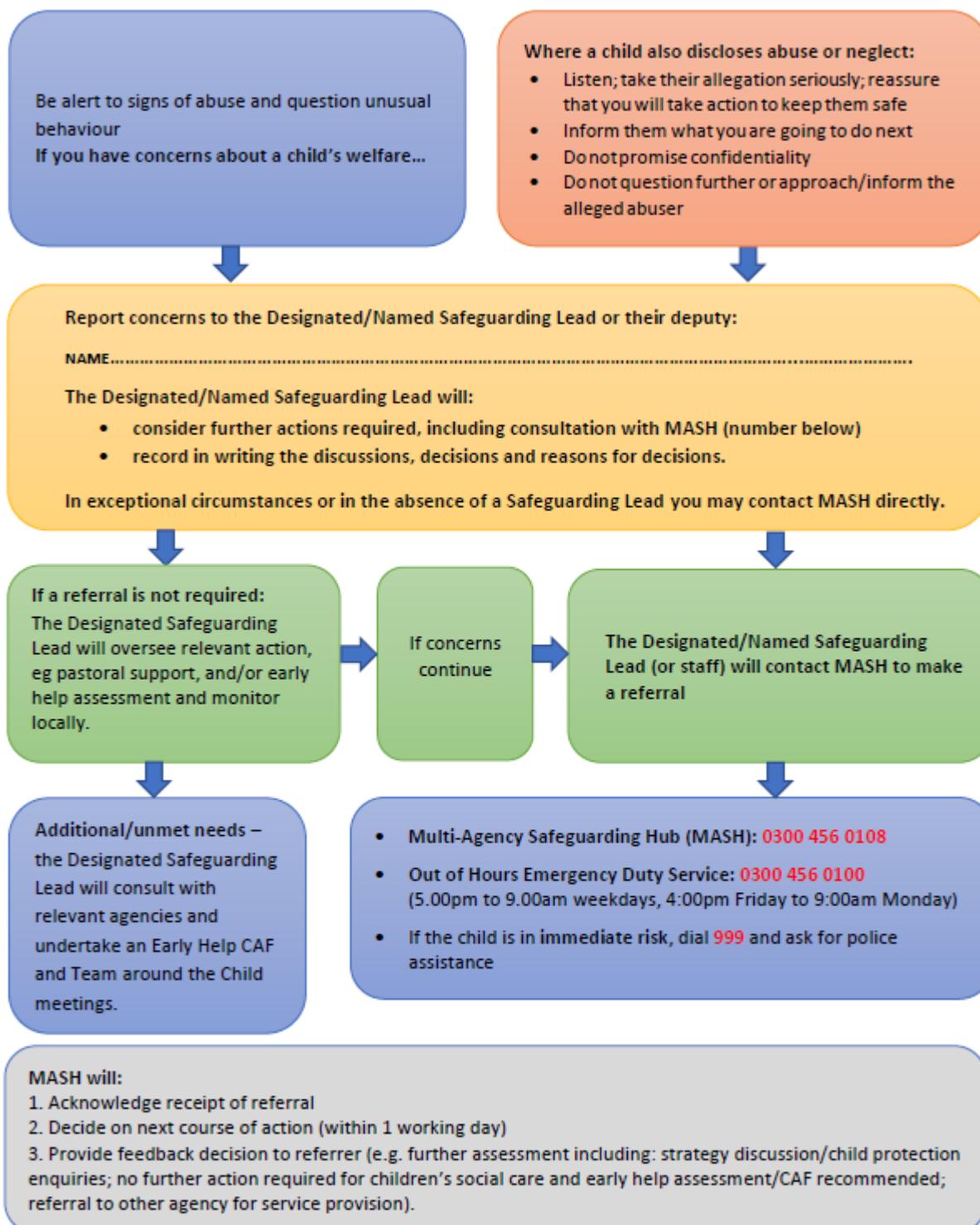
New Home Office e-learning tool, aimed at those with responsibilities under the Prevent duty, particularly front line staff in schools, has been developed to help raise awareness of radicalisation.

**THE COUNTER-TERRORISM AND SECURITY ACT 2015 PREVENT DUTY**

1. **Duties on Schools.** Under the Prevent legislation, schools are expected to:
  - a. **Assess Risk.** Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
  - b. **Work In Partnership.** Schools must effectively collaborate with those in a key position to spot signs of radicalisation, such as local authorities and families.
  - c. **Identify Pupils At Risk.** Staff training is key in equipping staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
  - d. **Keep Pupils Safe Online.** Staff need to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
  - e. **Build Pupil Resilience.** Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can participate in decision-making.
  - f. **Promote British values:** Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.
  
2. **British Values.** Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values which the Government summarises as: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. To achieve this schools must encourage:
  - a. An understanding of how citizens can influence decision-making through the democratic process.
  - b. An appreciation that the Law protects individual citizens and is essential for their wellbeing and safety.
  - c. An understanding that the freedom to choose other faiths and beliefs is protected in law
  - d. A tolerance that other people have different faiths or beliefs to oneself, and must not be the cause of prejudicial or discriminatory behaviour.
  - e. An understanding of the importance of identifying and combatting discrimination.

# ANNEX E TO CHILD PROTECTION AND SAFEGUARDING POLICY

## 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).

**Notes:**

1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSiE.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment will be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

# ANNEX F TO CHILD PROTECTION AND SAFEGUARDING POLICY



## Allegations against adults who work with children

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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.



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 or DOFA (formerly known as LADO):

- 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 (5.00pm to 9.00am Weekdays, 4:00pm Friday to 9:00am Monday): **0300 456 0100**



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.

## **ALLEGATION/CONCERNS THAT DO NOT MEET THE HARMS THRESHOLD – ‘LOW LEVEL’ CONCERNS**

The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the DOFA.

**Examples of such behaviour could include, but is not limited to:**

- **Being over friendly with children;**
- **Having favourites;**
- **Taking photographs of children on their mobile phone;**
- **Engaging with a child on a one-to-one basis in a scheduled area or behind a closed door; or,**
- **Using inappropriate sexualised, intimidating, or offensive language**
- **Low-level concerns as set out within settings staff behaviour/code of conduct and safeguarding policy.**



**All staff have a responsibility to share any low-level concerns about a member of staff, supply staff, volunteer, or contractor immediately to the Head.**

**Any concern or allegation against the person in charge is to be reported to the Chair of Governors (contactable via the Company Secretary).**

**Staff should self-refer to their line manager or Designated Safeguarding Lead 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.**



**The recipient of such a referral (Head, Chair of Governors, line manager or DSL) is to:**

- Refer matters about supply staff and contractors to the employer.
- Collect information to categorise the type of behaviour and determine what further action may need to be taken. Actions will be responsive, sensitive and proportionate.
- Record details of the concern, the context in which it arose and the rationale for decisions and action taken.
- Be alert to potential patterns of concerning, problematic or inappropriate behaviour.
- Seek advice from HR, DSL or DOFA consultation as appropriate.