BISHOP WORDSWORTH'S SCHOOL
CHILD PROTECTION AND SAFEGUARDING

A Statutory Policy

KEY SAFEGUARDING PERSONNEL			
Role	Name	Tel.	Email
Head	Dr S D Smallwood	01722333851	sds@bishopwordsworths.org.uk
Designated Safeguarding Lead (DSL)	Mrs J Edney	As above	jje@bishopwordsworths.org.uk

Deputy DSL (DDSL)	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
Nominated Governor for safeguarding	Mrs J Ranaboldo	As above	
Nominated Governor for attendance	Ms J Phippard	As above	
Chair of Governors	See Website under 'Governors'	As above	As above
Designated Teacher for Looked After Children	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 (2023). 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

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 student 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 student health and safety; school behaviour and preventing bullying; supporting students with medical conditions; personal, health, social economic education; providing first aid and site security. Consequently, this Policy is consistent with all other School policies and should be read with the following policies relevant to the safety and welfare of students:

- Behaviour & Discipline

- Staff Disciplinary Procedure & Code of Conduct

- SEND & Medical Conditions

- Equality

- Harassment & Bullying.

- Attendance

- Health and Safety

- Relationships and Sex education

- Whistleblowing

- Data Protection

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/DDSL - Designated Safeguarding Lead and Deputy Designated Safeguarding Lead. These are the adults on the staff body with responsibility for child protection and safeguarding.

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).

KCSIE – Keeping Children Safe in Education is the government document setting out the statutory duties to all schools and colleges in relation to safeguarding and child protection.

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.

DOFA – The Designated Officer for Allegations is the Local Authority officer with responsibility for allegations against adults. This is the Wiltshire equivalent to a LADO (Local Authority Designated Officer), which is the terminology commonly used in other local authorities.

CONTENTS

SAFEGUARDING POLICY STATEMENT

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. The School recognises our moral and statutory responsibility to safeguard and promote the welfare of all students.

2.   **Sources and Scope.** This Policy complies with the Law and statutory guidance (see 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, 2023. This Policy applies to all staff in the School. Any safeguarding concerns or disclosures of abuse relating to a student 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 students 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:

   Common Law - "Duty of Care" (in loco parentis)

   The Education Act, 2002, Sec 175

   Sexual Offence Act 2003

   The Children's Acts, 1989 & 2004

   The Safeguarding Vulnerable Groups Act, 2006

   'Keeping Children Safe in Education' (KCSIE) (Enclosure 1)

   Working together to Safeguard Children, 2018

   Counter-Terrorism and Security Act 2015

   Teachers' Standards 2013 (updated 2021)

   Children Missing Education Statutory Guidance 2016

   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 Headmaster.** The Headmaster, along with the board of governors, has ultimate responsibility for the safeguarding of the students in the School, despite delegating a large amount of the operational work to the Designated Safeguarding Lead. The Headmaster plays an active role when a concern is raised about an adult in the School.

   b.   **The Nominated Governor for Safeguarding.** The School has a 'Nominated Governor' to oversee its safeguarding arrangements. They ensure that the Designated Safeguarding Lead is promoting the safety and welfare of children adequately. The role of the Nominated Governor is at Annex A.

   c.   **The Nominated Governor for Attendance.** The School has nominated a Governor to oversee attendance in the School. Attendance at school is intricately linked with safeguarding and absence from school can be an indicator of a child in need of help.

d.   **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.

e.   **The Mental Health Lead.** The School has a nominated staff member for mental health who works alongside the DSL to ensure the School has an effective strategy for the promotion of good mental health in the School.

f.   **The Designated Staff Member for Looked After Children.** The School meets its obligation to have a nominated staff member who has responsibility for supporting and encouraging the academic and social development of children who are looked after, or have been looked after.

POLICY PRINCIPLES

5.   The welfare of the child is paramount.

6.   All children have equal right to protection and safeguarding regardless of age, gender, culture, race, language, sexual identity or religion.

7.   All adults have an active role to play in protecting students from harm and acting upon any suspicion or disclosure which may suggest a student is at risk of harm.

8.   All children should feel confident to report any concerns they have, without fear of repercussion and in the knowledge that they will be listened to and have their views respected.

9.   Students and staff involved in child protection issues will be offered appropriate support.

POLICY AIMS

10.   To demonstrate the School's commitment to safeguarding and child protection.

11.   To raise awareness and act as a reminder of the responsibilities of staff in identifying and reporting possible cases of harm to a child.

12.   To demonstrate and remind staff of the processes for effective communication and reporting of concerns that a child may be at risk of harm.

13.   To outline the importance of an effective relationship with external partners, such as the Police and Social Care, and to list contact details.

14.   To demonstrate our commitment to ensuring any staff who work in the School have been subject to appropriate checks, including verification of identity, qualifications and their suitability to work with children, and that a satisfactory DBS check has been performed.

EDUCATING STUDENTS IN SAFEGUARDING

15.   Students 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 PHRSE lessons, tutor time and year assemblies. Students may talk to any member of the teaching or non-teaching staff but in particular to:

- Their Form Tutor (Years 7-11) or Mentor (Sixth Form).

- Any member of the relevant Pastoral Team.
- The Pastoral Support Officers (Mrs Bazire-Smith (Y7-8); Mrs Jacobs (Y9-11) or Mrs Stoneham (Y12-13).
- The Special Educational Needs Co-Ordinator (Mrs Paden).
- The School Chaplain (Reverend Dr Wood).
- The School Nurse.
- The Senior Tutor (Mr Higson).
- The School ELSA (Mrs Grayer).
- The DSL (Mrs Edney)

16. The School is aware that good behaviour is essential in promoting an environment where children can feel safe. All students are expected and educated to treat others with respect, consideration and kindness and to act in line with the School's Behaviour and Discipline Policy, which includes information on bullying, cyber-bullying, prejudice-based and discriminatory bullying. (See Annex G to the Behaviour and Discipline Policy (Anti-Bullying); PHRSE Policy; Relationships & Sex Education Policy; Spiritual, Moral, Social and Cultural Development Policy).

17. Students are safeguarded from potentially harmful and inappropriate online material as categorised in the 4Cs areas of risk outlined in Keeping Children Safe in Education (2023):

a. CONTENT – Students are safeguarded from illegal, inappropriate or harmful content through the School's filtering and monitoring programmes, overseen by the IT department.

b. CONTACT – Students are safeguarded from harmful online interaction with other users through the School's filtering and monitoring programmes, overseen by the IT department.

c. CONDUCT – Students are educated in the ways in which online behaviour can cause harm, for example sending and receiving explicit messages, sharing of nudes/semi-nudes/pornography/other explicit images, and online bullying. This takes place through assemblies, tutorials and PSHRE lessons.

d. COMMERCE – Students are educated in the potential harms of online gambling, inappropriate advertising, phishing and financial scams through assemblies, tutorials and PSHRE lessons.

18. The Online Safety Policy can be found at Annex H of this Policy.

EDUCATING STAFF IN SAFEGUARDING

19. Staff have a particularly important role to play in keeping children safe as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

20. All new staff are given safeguarding and child protection training as part of their induction programme and regular updates are given at various intervals during the academic year.

21. All staff receive annual safeguarding training as a minimum. The Designated Safeguarding Lead is responsible for organising this training.

22. All staff should be aware of:

a. How to foster a culture of safeguarding at School;

b. How to recognise signs of abuse;

c. How to recognise if a child might benefit from early help;

d. How to respond if a student discloses;

e. How to manage a report of child on child sexual abuse or harassment;

f. How to report safeguarding concerns about a child and about a member of staff;

g. This Child Protection and Safeguarding Policy;

h. The staff Code of Conduct, including their responsibilities to the safeguarding culture, and acceptable use of ICT;

i. The Whistleblowing Policy;

j. The School's safeguarding response to children who go missing from education;

k. The student Behaviour Policy;

l. Channel Awareness and the Prevent Duty;

m. The identity and role of the DSL and DDSLs.

23. 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.

24. The conduct of staff is vitally important in fostering a culture of safeguarding in the School. The staff Code of Conduct is written with the safeguarding of children in mind and any deviation from that code might be evidence that a member of staff is not safe to work with children. All staff are aware of the Code of Conduct and are aware that failure to comply with it may result in disciplinary action and/or an allegation or report of low-level concern.

25. Areas of particular concern to the safety of children are:

- Photography and images, including any image that may be stored electronically. There are circumstances where it is appropriate and acceptable for teaching and non-teaching staff to take photographs of school activities for the purposes of publicity, art lessons etc. Common sense is to be employed in the use of photography with regard to the context, the content, the purpose and the particular students involved. In most circumstances, parental consent must be sought before taking an image of a child. 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.

- Contact with students on social media. Staff are never to befriend students in the School using social media channels such as Facebook, Instagram or LinkedIn. There may be occasions when it is appropriate for staff to use a WhatsApp group to contact students, for example when away on tour, but consideration should always be given to whether this is going to pose any risk to the students or the staff member involved. If in any doubt, staff should consult with the DSL.

- Contact with ex-students on social media. Although not expressly forbidden, staff must be very cautious about contacting recent leavers on social media,

considering the risk it may pose to themselves should any allegation or disclosure be made. In most cases it will not be appropriate for staff to make such contact with recent leavers, although an exception may be where an ex-student wishes to connect through LinkedIn for the purposes of furthering their educational or professional development.

- Developing 'close' relationships with students or developing 'favourites'. Staff must be particularly alert to the fact that students may read more into a comment or set of behaviours than is intended, and should tailor behaviour to ensure as far as possible that there is no misunderstanding between adult and child.

- Students can become 'infatuated' with adults in school. Staff must be alert to this possibility and should document any suspicion that this may be happening with the DSL.

COMMUNICATION AND INFORMATION SHARING

26.   The School aims to promote and maintain clear communication with students' 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 students.

27.   It is recognised that Information Sharing is of paramount importance in the safeguarding of students, 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.   Openness and honesty are essential.

b.   Where doubt exists, advice is to be sought (eg from the MASH or Early Help).

c.   Information is to be shared: where appropriate with consent.

d.   The safety and well-being of the individuals concerned are paramount.

e.   Information sharing should be necessary, proportionate, relevant, accurate, timely and secure.

f.   Records are to be kept securely.

28.   The Data Protection Act 2018 and UK GDPR are not a barrier to information sharing. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. However, the following guidelines should be followed:

PROTECTION OF STUDENTS FROM THOSE OUTSIDE THE SCHOOL COMMUNITY

HIRING OF FACILITIES

29.   The School site is often used by external agents outside normal school hours for the provision of extra-curricular activities. Where such activities are arranged by the School for the students in the School and are under the direct supervision of School staff, this policy and internal child protection and safeguarding procedures will apply.

30.   Where services are provided for members of the community and are not related to School provision, the governing body will seek assurance that appropriate safeguarding and child protection policies and procedures are in place.

31.   Safeguarding requirements are stipulated in a hire agreement, and failure to comply would lead to a termination of the agreement.

VISITORS

32.   All visitors arriving during normal school hours complete a signing in/out form on arrival at Reception, and are given a visitors' lanyard to wear. They are provided with key safeguarding information including the contact details of safeguarding personnel in school.

33.   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 (e.g. an identity badge). If necessary, the relevant organisation is to be contacted to verify the individual's identity.

34.   Staff and students are advised to challenge any adult who is not wearing the appropriate lanyard. The School understands that children may find it difficult to challenge an adult, and so they are taught to report any concerns to an adult that they trust.

OFF SITE VISITS

35.   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.

36.   Action to be taken regarding safeguarding concerns or allegations whilst away on a trip are to follow this Policy. The visit leader is to report any safeguarding concerns to the DSL who will decide whether it is appropriate 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.

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

EXCHANGE VISITS

38.   **Overseas Students.** When the School arranges a local homestay (billeting) for an overseas student, 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 for them.

39.   **Students of the School (Bishop Wordsworth's students).** 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. The parents of students 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 students may have. 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 child should carry a mobile telephone and know the staff members and their parents' number.

PRIVATE FOSTERING

40.   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.

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

42.   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.

43.   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.

INTERNET FILTERING AND MONITORING

44.   The School takes appropriate measures to filter content available for students to view whilst connected to the School network. Usage is monitored and staff take action if any student is found to have visited any site containing offensive material, or which may put any student at risk of harm.

45.   The use of monitoring should not unduly restrict a student's access to learning.

46.   All students and staff subscribe to the School's ICT safe usage policy.

PROVIDING HELP FOR CHILDREN

EARLY HELP

47.   Any child might benefit from early help and staff are trained in their responsibilities to identify such students. Staff should be particular aware that early help could particularly benefit those who:

  a.   Are disabled or have specific additional medical needs;

  b.   Have special educational needs;

  c.   Have mental health needs;

  d.   Are a young carer;

  e.   Show signs of being drawn to anti-social or criminal behaviour;

  f.   Are frequently missing from education or home;

  g.   Are at risk of modern slavery, trafficking, CSE or CCE;

  h.   Are at risk of being radicalised or exploited, or at risk of honour based abuse;

  i.   Has a challenging family circumstance, such as offending, drug and alcohol misuse and domestic abuse;

  j.   Are privately fostered.

CHILDREN POTENTIALLY AT GREATER RISK OF HARM

48.   Some groups of children are potentially at greater risk of harm than others. School staff are trained to recognise the potential of a greater risk to:

a. Children who may need a social worker;

b. Children missing from education;

c. Looked after or previously looked after children.

IDENTIFYING TYPES OF ABUSE

49. All adults who work or volunteer with children should be aware of indicators of abuse and neglect.

50. Staff are advised to exercise professional curiosity for the early identification of abuse and neglect, being mindful in particular of those who are at greater risk of harm (see above) and of the additional and significant risk posed by technology.

51. All staff are aware of the types of abuse and neglect as shown in Part One of KCSIE. They are:

a. Physical abuse;

b. Emotional abuse;

c. Sexual abuse;

d. Neglect.

52. Staff should be aware of the safeguarding issues that can put children at harm and must be particularly aware of the guidance and School procedures in the categories set out below. In all cases the DSL must be informed and if anyone believes a child to be in immediate risk of harm, they should call 999.

CHILD ON CHILD ABUSE

53. In most instances, conduct between students is covered in the Behaviour Policy. However, some allegations may be of such a serious nature that they may raise a safeguarding concern.

54. Abuse will never be tolerated at the School. Concerns will be taken seriously and will never be passed off as 'banter', 'having a laugh', just part of growing up' or 'boys being boys'.

BULLYING

55. Bullying can amount to child on child abuse and will classed as such if there is reason to suspect that a child is suffering, or likely to suffer significant harm as a result of the bullying. Child on child abuse may include (but is not limited to):

a. Bullying, including cyber bullying, prejudiced-based bullying and discriminatory bullying;

b. Abuse in intimate relationships between children (also known as teenage relationship abuse)

c. Physical abuse such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens or encourages physical abuse)

d. Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens or encourages physical abuse);

e. Sexual harassment, such as comments, remarks, jokes and online harassment of a sexual nature;

f.   Causing someone to engage in sexual activity without consent (children under the age of 16 cannot legally give consent to engage in sexual activity);

g.   Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery)

h.   Upskirting or Down Blousing, in which a picture or video is taken under a person's clothing with the intention of viewing their genitals, buttocks, breasts whether covered by underwear or not;

i.   Initiation or hazing type ceremonies in which students may be intimidated, abused harassed or humiliated as a way of initiating a person into a group.

56.   The School recognises that children are capable of abusing one another in any of the forms of abuse listed above. We also recognise that some cases of child on child abuse may not be reported to adults due to a fear of repercussion from the abuser or an inability to recognise the signs of abuse.

57.   Students are educated to recognise the signs of abuse through the PHRSE programme and are made aware of the adults they can safely report to.

58.   Any concerns that a child is being subjected to child on child abuse should be reported to the DSL at the earliest opportunity. The DSL will investigate further and, where necessary will alert the relevant agencies.

CHILD SEXUAL EXPLOITATION (CSE)

59.   CSE is a form of child sexual abuse.

60.   CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

61.   The victim may have been sexually exploited even if the sexual activity appears consensual.

62.   Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

63.   Any concerns that a child is at risk or has been subjected to CSE should be passed without delay to the DSL who will instigate further investigation and, where appropriate, will alert the local authority and/or Police.

CHILD CRIMINAL EXPLOITATION (CCE)

64.   CCE is a form of abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, usually in exchange for a gift or financial advantage or through the threat of violence.

65.   Some forms of CCE include transporting drugs or money though county lines, working in a cannabis factory, shoplifting or pickpocketing. Children can become trapped in this kind of behaviour and this is often compounded by the involvement of a gang.

66.   Any concerns that a child is at risk or has been subjected to CCE should be passed to the DSL without delay, who will investigate further and, where appropriate will alert the local authority and/or Police.

DOMESTIC ABUSE

67.   Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of behaviour. It can be, but is not limited to psychological, physical, sexual, financial or emotional.

68.   Children can be victims directly, or by seeing, hearing or experiencing the effects of domestic abuse at home.

69.   Any concerns that a child is at risk or has been subjected to domestic abuse should be passed to the DSL without delay, who will investigate further and, where appropriate will alert the local authority and/or Police.

FEMALE GENITAL MUTILATION (FGM)

70.   FGM is a form of child abuse and violence against women.

71.   Staff are trained to recognise indicators that a child has been abused in this way or may be at risk of FGM.

72.   There is a specific legal duty on teachers to report to the Police if they believe that an act of FGM has been carried out on a girl under the age of 18.

73.   Concerns about a risk of FGM should be passed immediately to the DSL who will investigate further and, where appropriate contact the local authority and/or Police.

MENTAL HEALTH

74.   All staff are aware that mental health problems can be an indicator that a child has suffered or is likely to suffer harm through abuse, neglect or exploitation.

75.   Concerns about a child's mental health are passed to the Mental Health Lead or relevant pastoral offices who will investigate further and raise any safeguarding concerns with the DSL.

76.   Serious violence. All staff are aware of the indicators that may suggest a child is at risk of, or involved with serious violent crime, such as increased absence from school, changes in friendships and relationships forming with older individuals, decline in academic performance, self-harm or other changes in well-being, unexplained gifts or sudden increase in wealth and signs of injury or assault.

77.   Any concerns that a child is at risk of involvement in serious violence should be passed to the DSL without delay, who will investigate further and, where appropriate will alert the local authority and/or Police.

PREVENTING RADICALISATION AND EXTREMISM

78.   Potential harm also includes that of being radicalised by exposure to extremist ideology.

79.   Staff are 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.

80.   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.16.4   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).16.5 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

81.   When a student 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, or that a major incident has occurred that puts the child at risk of significant harm.

82.   All unexplained absence will therefore be investigated by the School, in line with the Attendance Policy.

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

84.   A student 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.

85.   If there are concerns about a student who is missing from school the following action is to be taken:

 a.   If a student 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.

86.   Unauthorised Absence Procedure will be followed and concerns reported to the Local Authority through the Education Welfare Officer) if any of the conditions below are fulfilled: A student has:

 a.   Ten days or more continuous absence from school without an explanation. (Where there are particular welfare concerns about a student 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.

87.   **Looked After Children.** The School has an appropriately trained designated teacher the Head to promote the educational achievement of those children. If a looked after student or a student with a Child Protection Plan is missing the case is to be referred to the MASH team within 48 hours.

PROCEDURES FOR STAFF TO REPORT A CONCERN ABOUT A CHILD

88.   Where there is a safeguarding concern, the child's wishes and feelings will be taken into account.

89.   However, even in cases where a child may not wish for further action, staff must report any concerns that a child has been harmed or is at risk of harm to the relevant

party. All staff are to follow the WSCB / SVPP procedure shown in the 'What to do' flowchart at Annex E.

90. 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. In some cases, it may be appropriate for the adult to contact the Police immediately, for example if they believe a child to be in imminent danger of harm or if they believe an act of FGM has been performed.

    b. If in doubt, the DSL/ DDSL or member of staff is to seek advice from the MASH and record the concern by using the School's confidential reporting systems.

91. The DSL will then initiate appropriate action and consider a referral to the MASH or Early Help (See information about Early Help).

92. School staff are not to investigate safeguarding concerns or attempt to determine the truth of any disclosure or allegation unless advised to do so by the DSL. All staff and volunteers have a duty to recognise concerns and inform the DSL (immediately if appropriate).

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

94. 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 student's situation improves.

95. 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 student is wrong. In such cases the WSCB Case Resolution Protocol and Escalation Policy is to be followed if appropriate.

RESPONDING TO DISCLOSURES

96. Staff are trained in how to respond to disclosures from children. It is not necessary for staff to use a specific recording form, but certain details should be included in the record. These are:

> The name and year group of the child;
>
> The name of the person taking the disclosure;
>
> The date and time that the disclosure takes place;
>
> The location of the disclosure;
>
> Any other witnesses to the disclosure.

Further guidance on how to listen well to the child is given in the box below:

Staff should record (as far as is possible) the words of the child verbatim. This will not always be possible but where key phrases are used by the child (e.g. 'he hit me with a small bat', or 'she told me to unbutton my shirt') these should be recorded in speech marks so that it is clear where exact words were used.

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 student 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 student to talk.
- take notes while the student is speaking or ask the student to write an account.
- try to investigate the allegation yourself.
- promise confidentiality e.g. say you will keep 'the secret'.
- approach or inform the alleged abuser.

DISCUSSING CONCERNS WITH PARENTS

97.   The School is committed to work in partnership with parents and in most situations, it will be appropriate to discuss initial concerns with them.

98.   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:

a.   Place a child at increased risk of significant harm.

b.   Place an adult at increased risk of serious harm.

c.   Prejudice the prevention, detection or prosecution of a serious crime.

d.   Lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

99.   Further information and advice can be found at: https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

MANAGING CONCERNS ABOUT STAFF

100. All staff are to note that the welfare of a student is paramount and must not delay raising concerns, even if that could jeopardise a colleague's career.

101. Concerns raised about staff may either meet a harm threshold or may not meet a harm threshold.

102. Those that do not meet a harm threshold are referred to as 'low-level concerns'. This is not because they are insignificant, but because they are not judged to present immediate risk of harm.

103. If anybody is concerned about the behaviour of a School adult employee or volunteer, they are to advise the Head (immediately if appropriate).

104. If the Head is the subject of the allegation, the Chair of Governors is to be informed without notifying the Head. 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.

105. 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.

106. The Head will decide whether the concern is an allegation or a low level concern (see Annex G). 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).

107. 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. The Head will appoint a 'case manager' to investigate the concerns.

108. An initial response to an allegation will consider two aspects; the welfare and safety of a child or children and investigation and supporting the staff member subject to the allegation.

109. A response to an allegation will be conducted quickly, fairly and consistently, with common sense and good judgement and provide effective protection for the child(ren) and adult(s) involved. All judgements and decisions will be made on a case-by-case basis.

110. If the initial investigation leads to a decision of no further action, the case manager must record the decision and the justification for it, and agree on what, if anything should be put in writing to the individual(s) concerned.

111. If an allegation is made against an individual not directly employed by the School, for example an agency supply teacher or site contractor, the School maintains a responsibility to ensure that the allegation is dealt with properly by the employer.

112. The School will not cease to use the supply teacher or contractor as a result of the allegation without first liaising with the employer. However, in some circumstances it may be deemed necessary to undertake an assessment of any risk posed to children in the School.

113. 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.

114. Example behaviours of low-level concerns may include: being over-friendly with children; taking photographs of children on a personal device; 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.

115. 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.

116. The School recognises its duty of care to all staff. Although the welfare of the children is paramount, the School is aware that any allegation made against a staff member is likely to be a very stressful experience for them.

117. The School will offer appropriate support to staff members affected in this way.

118. Suspension is not an automatic response when an allegation is reported and all options to avoid suspension will be considered prior to taking that step.

119. The case manager will decide whether it may be appropriate for the member of staff to be suspended without prejudice pending the results of the investigation.

120. The decision to suspend and the justification for it will be recorded in writing by the case manager. Only the Headmaster can sanction the suspension of a staff member.

121. School staff are to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. However, parents of the child(ren) involved in the allegation should be informed of the allegation as soon as possible, kept informed of progress of the case (in relation to their own child only) and made aware of the requirement to maintain confidentiality and unwanted publicity.

122. No information will be shared regarding the staff member.

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

124. **Non-Recent Allegations**. KCSIE 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

125. The allegation management procedure above will 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.

126. **NSPCC Whistleblowing Helpline.** The Helpline is at: NSPCC 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.

RECORD KEEPING OF CHILD PROTECTION & SAFEGUARDING CONCERNS

127. The DSL will ensure that all student safeguarding and child protection concerns are recorded clearly on the School's confidential reporting system with actions taken and outcomes as appropriate. The records should record the wishes and views of the student.

128. The DSL will 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 student's name (not in family files) separately from other student and staff records.

129. 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.

130. Parents may request access in writing but any third party information is first to be expunged and students 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 student 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.

131. Parental requests and any disclosures will be recorded. However, parental requests for data may not be met in certain circumstances see Paragraph 44 below.

132. Child Protection (hard and soft copy) are to be retained until the student reaches age 25 and then destroyed. Safeguarding records below the child protection threshold are to be retained until one year after the student, or last sibling, has left the School. Serious cases may be retained for longer with the authority of the DSL.

133. More detailed guidance is available from Wiltshire Council.

TRANSFER OF CHILD PROTECTION AND SAFEGUARDING FILES IF STUDENT LEAVES THE SCHOOL

134. Parents are to be made aware that the School has a duty of care to transfer relevant information to a new educational establishment.

135. If a file is to be transferred a copy is to be retained (see above), the original transferred securely between schools separate to the main student file and a receipt requested from the addressee school and filed with the copy record.

136. If the student is removed from the School roll to be electively home educated, the file is to be sent to the LA Elected Home Education Administrator.

137. In accordance with the Data Protection Act 2018, only data relevant to child protection or Safeguarding is to be transferred.

138. When a student transfers to another school (or an alternative provision) the DSL will inform the receiving school without delay if there is a child protection record and then transfer the record.

139. A Welfare Concern record below the child protection 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.

140. The DSL is to record any such authorisation and the rationale for the decision.

STAFF RECRUITMENT

141. The School recognises the importance of ensuring all staff are safe to work with children and are regularly given opportunities to consolidate and increase their knowledge of safeguarding procedures. All staff must understand the ways in which the School fosters a culture of safeguarding and actively supports the safeguarding of children and the processes to follow should they have a concern about a child or adult in the School.

142. All staff are subject to safer recruitment processes and checks and the guidance in Part 3 of KCSIE is followed by the School for all appointments. 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 maintained for:

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

- All governors and Members' representatives.

143. The single central record is monitored and checked by the link governor for safeguarding at least annually.

CHANGES IN LEGISLATION AND MONITORING OF THIS POLICY

144. 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.

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

146. 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.

147. 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:

21st November 2019	Minor updates
12th November 2020	Minor updates
2nd March 2021	Minor updates and updated flowcharts in Annexes E, F and G
11th October 2022	Minor updates and additions reflecting changes in KCSIE and change in pastoral leadership
10th November 2022	Structural and formatting updates Terminology updates to reflect current practice
27th June 2023	Updates in accordance with KCSIE

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/1181955/Keeping_children_safe_in_education_2023.pdf

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 students.

2.   **Role.** The role of the nominee is to require 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 students' views about safety and be aware of how safe students 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 students.

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 and works within the expectations set out in Annex C of Keeping Children Safe in Education (2023). In summary, the DSL is to take lead responsibility as below.

2. **Making referrals.** Managing all child protection referrals, except that the Head leads on allegations against staff (except against him or herself) including referring cases to the local authority where abuse and neglect is suspected, the Channel programme where there are radicalisation concerns, to the DBS service where a person is dismissed or has left due to risk/harm to a child, and to the Police, where a crime may have been committed.

3. **Working with others.**

    a. Liaising with others in the School community, e.g.: the Head, Child Protection Governor, staff, senior mental health leads, SENCOs, volunteers and parents etc., as appropriate, on matters of safety and safeguarding and welfare (including online and digital safety when deciding whether to make a referral.

    b. 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.

    c. Acting as a point of contact with the safeguarding partners

    d. Working with the Head and relevant strategic leads to promote educational outcomes being specifically alert to the needs of children in need, children with social workers, those with SEND and young carers.

    e. Promoting supportive engagement with parents in safeguarding and promoting the welfare of children.

    f. Acting as a source of support, advice and expertise with regard to safeguarding issues.

4. **Information sharing and managing the child protection file.**

    a. Ensuring that child protection files are kept up to date.

    b. Keeping detailed, accurate and secure written records of concerns and referrals and transferring those files when children leave the school within the specified time frames

5. **Raising awareness.**

    a. Ensuring staff have access to and understands the Child Protection Policy and procedures, that the Policy is updated regularly and made publicly available.

b.   Understanding the risks associated with online safety and ensure that all students (and in particular those with SEND) are able to stay safe online while at school.

c.   Ensure staff are aware of training opportunities, in conjunction with the Assistant Head in charge of Continuing Professional Development and Induction.

d.   Promoting educational outcomes by sharing information about the welfare, safeguarding and child protection issues experienced by those who have or have had a social worker with teachers.

6.   **Training, knowledge and skills.** 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 e.g. by attendance at specific courses and reading safeguarding briefing notes. Further information on the level of training required can be found in Annex C of Keeping Children Safe in Education (2023).

7.   **Providing support to staff.** Specifically ensuring staff are supported during the referrals process and to help staff consider how safeguarding, welfare and educational outcomes are linked.

8.   **Understanding the views of children.** Encouraging a culture of listening to children and taking into account their wishes and feelings amongst staff and understanding the difficulties that children may have in approaching staff about their circumstances

9.   **Holding and sharing information.**

a.   The recording, holding, using and sharing information in safeguarding files.

b.   Understanding the relevant data protection legislation and regulations.

c.   Keeping accurate, detailed and secure written records of concerns and referrals.

10. **Deputy Designated Safeguarding Lead.** The Deputy Designated Safeguarding Lead (DDSL) is trained to the same level as the DSL and should be prepared to take on any of the roles outlined above in the absence of the DSL, or through reasonable delegation.

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
- Significant changes to appearance, behaviour and peer relationships.

ONLINE SAFEGUARDING TRAINING – **SPECIFIC SAFEGUARDING ISSUES**

- **Child Sexual Exploitation:** https://keepthemsafe.safeguardingchildrenea.co.uk/

- **Female Genital Mutilation:** https://www.fgmelearning.co.uk/

- **Prevent:** 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.
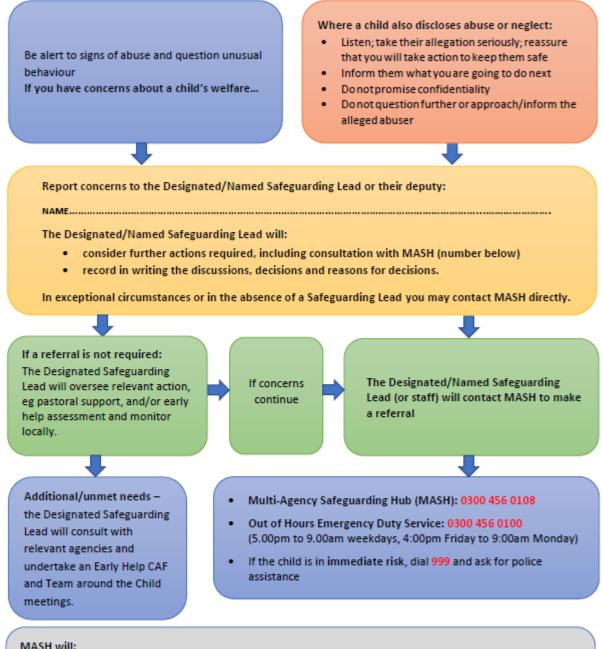
THE COUNTER-TERRORISM AND SECURITY ACT 2015 PREVENT DUTY

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 Students 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 Students Safe Online. Staff need to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

    e.   Build Student Resilience. Schools can build students' 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 students 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.

WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED

Be alert to signs of abuse and question unusual behaviour
If you have concerns about a child's welfare...

Where a child also 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 concerns to the Designated/Named Safeguarding Lead or their deputy:

NAME...

The Designated/Named Safeguarding Lead will:
- consider further actions required, including consultation with MASH (number below)
- record in writing the discussions, decisions and reasons for decisions.

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

If a referral is not required:
The Designated Safeguarding Lead will oversee relevant action, eg pastoral support, and/or early help assessment and monitor locally.

If concerns continue

The Designated/Named Safeguarding Lead (or staff) will contact MASH to make a referral

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

- Multi-Agency Safeguarding Hub (MASH): 0300 456 0108
- Out of Hours Emergency Duty Service: 0300 456 0100
  (5.00pm to 9.00am weekdays, 4:00pm Friday to 9:00am Monday)
- If the child is in immediate risk, dial 999 and ask for police assistance

MASH will:
1. Acknowledge receipt of referral
2. Decide on next course of action (within 1 working day)
3. Provide 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 assessment/CAF recommended; referral to other agency for service provision).

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).

FLOWCHART – ALLEGATIONS AGAINST ADULTS WHO WORK IN SCHOOLS

Allegations and concerns flowchart - BWS Sept 2022

Allegations and concerns against adults in education settings – September 2022
(including schools, early years and alternative provision settings)

If you become aware that a member of staff/volunteer/supply/contractor or bank staff MAY have:
- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

If you have 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 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 harm threshold or is otherwise not serious enough to consider a referral to the DOFA.

Examples of such behaviour could include, but are not limited to:
- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone, contrary to school policy
- Engaging with a child on a one-to-one basis in a scheduled area or behind a closed door; or,
- Humiliating pupils

Where a child also discloses abuse or neglect by a member of staff/volunteer/supply/contractor or bank staff:
- Listen; take their allegation seriously; reassure that you will take action to keep them safe
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the person/ alleged abuser

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.

Report immediately to the person in charge: Dr Stuart Smallwood - Headteacher...

Eg headteacher, principal, manager

Any concern or allegation against the person in charge will be reported to: Mrs Rebecca Harwood Lincoln – Chair of Governors...........................

Eg chair of governor, owner, chair of committee, nominated trustee

Unless there is clear evidence to prove that the allegation is incorrect, the person in charge **will decide on the nature of the allegation/concern:**

Allegations that may meet the harm threshold

If the behaviour towards the child may have met the harm threshold (KCSiE 2022, p.85) report the allegation within one working day to the Designated Officer for Allegations (DOfA)
- Contact the Multi-Agency Safeguarding Hub (MASH): 0300 456 0108 and select Option 3 then Option 4 or email dofaservice@wiltshire.gov.uk
- Out of Hours Emergency Duty Service: 0300 456 0100 (5pm to 9am weekdays, 4pm Friday to 9am Monday)

Allegations/concerns that do not meet the harm threshold (low-level concerns)

Refer to the allegation/concerns that do not meet the harm threshold, or 'low level' concerns addendum flowchart (below).

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.