

CHAFYN GROVE SCHOOL



Safeguarding Policy including Part 1 of KCSIE and the code of conduct for staff

4th October 2019

SAFEGUARDING UPDATES

June 2014	Policy reviewed and updated	LH/KW
27 September 2014	Reviewed	LH/KW
20 November 2015	Safeguarding policy approved by governors	LH
29 December 2014	Reviewed by LH/KW – anti bullying focus. Anti-bullying insert added	LH
5 January 2015	Updates introduced to staff. Staff updated safeguarding booklets	LH
12 January 2015	Policy and booklet updates reviewed	LH/MD
23 March 2015	Disqualification by association added	LH
23 March 2015	Policy reviewed	LH
3 July 2015	Preventing Radicalisation added	LH
15 September 2015	Staff reporting concerns updated	LH
19 November 2015	Private fostering information added	LH
30 November 2015	PREVENT disclaimer information added	LH
6 December 2015	New Annexes added. Flow charts updated.	LH
9 February 2016	Julia Steadman – New Safeguarding Officer (EYFS) added	LH
1 March 2016	Inspection update	LH
8 March 2016	Update in steps taken to counter terrorism linked to internet filtering	LH
25 August 2016	Updated KCSIE added as Annex A	LH
1 September 2016	Annexes changed, counter terrorism included into the body of the policy. Safeguarding booklet & policy merged for consistency	LH/MD
5 September 2016	Policy discussed and new KCSIE introduced at the staff inset	LH/MD
22 September 2017	Review of ISI Safeguarding checklist	EB/MD
29 September 2017	Updated Safeguarding Governor	MD
1 December 2017	Updates made to the safeguarding booklet including: the role of the nominated governor, the addition of private fostering, CSE and FGM. Kath Wells to join Safeguarding team.	EB
2 February 2018	Updates made to the Code of Conduct for Staff. Code of Conduct approved by SMT and then given out for staff to see and sign for.	EB/LH
12 November 2018	Updates made according to the new KCSIE and Working Together to Safeguard Children documents (2018).	EB/LH/JW
29 November 2018	Revised safeguarding policy presented and approved by the board of Governors for Chafyn Grove School at the AGM and Board Meeting on 29 November 2019.	EB/MD
5 th March 2019	Updates made to further accommodate changes made to the KCSIE 2018.	EB
4 th October 2019	Updates made to incorporate the new KCSIE (2019). Updated safeguarding governor.	EB
5 th December 2019	Updated policy presented and approved by the Board of Governors.	EB

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SAFEGUARDING POLICY

This policy applies to the Main School, the Pre Prep and the Early Years Foundation Stage. The school works with the three safeguarding partners (the local authority, the clinical commissioning group and the police), as part of the national, multi-agency safeguarding requirements.

The school will safeguard and promote the welfare of children who are pupils at the school in compliance with the latest statutory guidance Keeping Children Safe in Education (KCSIE 2019) and the DfE Publication ‘Working Together to Safeguard Children.’(2018)

Chafyn Grove works with the Wiltshire Safeguarding Children Board (WSCB) the school takes account of the guidance issued by the DfE by using the contact as set out below when necessary.

The Designated Officer (Previously LADO) is available for advice: 0300 456 0108 or 0845 6070 888 (out of hours).

This policy is reviewed annually and updated, where necessary, by the DSL (Designated Safeguarding Lead) and the Board of Governors

Useful Contact Numbers

Helene Schwartz & Teresa Mcilroy	Safeguarding Effectiveness Advisor	(01225 756193)
Wiltshire Police		(101)
Mrs Ellie Buckley	Chafyn Grove DSL	(01722 333423)
Mrs Lynsey Hearsey	Chafyn Grove Deputy DSL	(01722 420893)
Mrs Cathy Jones	Chafyn Grove Deputy DSL	(01722 420897)
Mr Jason Webster	Chafyn Grove Deputy DSL	(01722 420885)
Mrs Anne-Marie Perry	Chafyn Grove Child Protection Governor	(01722 333423)
MASH safeguarding Hub	Office hours	(0300 456 0108)
Data and Barring Service (DBS)		(0300 0200 190)

Introduction

The safety and wellbeing of all our pupils at Chafyn Grove School is our highest priority and the school has an attitude of 'it could happen here' as far as safeguarding is concerned. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. "Everyone who comes into contact with children and families has a role to play" (Working Together to Safeguard Children, 2018) The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

Purpose of the policy

- To raise the awareness of all school staff of the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse.
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.
- To promote effective liaison with other agencies, especially the safeguarding partners, in order to work together for the protection of all pupils.
- To support pupils' development in ways which will foster security, confidence and independence.
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages.
- To take account of and inform policy in related areas such as discipline, bullying and e-safety.

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

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

CHILD PROTECTION PROCEDURES AND GUIDELINES

What is Child Protection?

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety,

bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

Raising Awareness with Pupils

The governors ensure that the staff have the skills, knowledge and understanding necessary to keep children safe. This includes ensuring that the DSL informs the relevant staff of any information they might need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers.

Chafyn Grove School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHEE and tutor time for discussion of child abuse and for developing in pupils the confidence which they require to recognise abuse and to stay safe. This includes advice on how to deal with abuse by one or more pupils against another pupil. At Chafyn Grove School the child's voice is paramount. We ensure that this is the case by providing tutors, PSHEE lessons and a school council to air grievances and make requests.

- All pupils know that there are adults or older pupils to whom they can turn to if they are worried. Posters are placed round the school to show pupils who they can talk to.
- All pupils have access to a telephone helpline, enabling them to call for support in private.
- Every child has a homework diary which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans. This information is also in every classroom.
- Our Matrons' department and our boarding house display advice on where pupils can seek help.
- Our Confidentiality Policy for pupils, which deals with the issue in more depth, has been discussed in PSHEE.
- We employ the services of a specialist school counsellor to support vulnerable children.
- The children are taught about keeping themselves safe on-line through ICT lessons, through PSHEE and through outside expert speakers such as Karl Hopwood.

See our Confidentiality for Pupils Policy and Anti-Bullying Policy.

Promotion of Welfare

The ethos of Chafyn Grove School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils take part in charitable activities. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards the general.

What is significant harm?

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Responsibilities

The responsibility for child safeguarding falls on everybody who is employed at the school. All adults who work at School are expected to support the school's Safeguarding Policy, with overall responsibility falling upon the Headteacher. All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse/neglect of a pupil or if a pupil discloses abuse or allegations of abuse.

We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education (KCSIE), September 2019* and *'Working Together to Safeguard Children' 2018*.

Governing bodies should ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection, if necessary.

The Nominated Governor – Anne-Marie Perry

Anne-Marie Perry is the Liaison Governor for Child Protection issues. ***Please see ANNEX C for the role of the Nominated Governor***

The Designated Safeguarding Lead – Ellie Buckey

Governing bodies appoint a senior member of staff to the role of Designated Safeguarding Lead and deputy Designated Safeguarding Lead for child protection and safeguarding.

Ellie Buckey is our DSL. She takes responsibility for all child protection matters and is a member of the school's pastoral team. She has been fully trained for the demands of this role in child protection and inter-agency working. She attends courses with other child support agencies, at least annually, to ensure that she remains conversant with best practice. Ellie Buckey administers safeguarding training to our staff and this is supported by Wiltshire County Council.

The deputy DSLs, Lynsey Hearsey (Pastoral Deputy Head), Jason Webster (Head of Boarding) and Cathy Jones (Head of Pre-Prep) undergo refresher training every two years with the WSCB, with termly updates given by Ellie Buckey. Ellie maintains links with the Wiltshire Safeguarding Children Board (LSCB) for Wiltshire and liaises closely with the Nominated Governor for Child Protection, Anne-Marie Perry who then reports at least once a year to the Governors' Full Board meeting on child protection issues. Minutes are sufficiently detailed to demonstrate that the DSL and the CP Governor have done a thorough review.

Ellie Buckey is also our DSL for EYFS along with Cathy Jones. Both Ellie and Cathy did specific EYFS training on 25th January 2019. ***Please see ANNEX D for the role of the Designated Safeguarding Lead.***

Transparency

Chafyn Grove School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting our school. Copies of this policy, together with our other policies relating to issues of child protection are on our web site, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

Safer Recruitment Practices

Chafyn Grove School has a culture of safe recruitment and as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. All members of the

teaching and non-teaching staff at the school, including part-time staff, temporary, supply and visiting staff, such as musicians and sports coaches, are checked with the DBS before starting work. All Governors, volunteer helpers and contractors working regularly during term-time are also vetted in accordance with the School's Recruitment, Selection and Disclosure Policy and Procedure.

They all receive a copy of the School's Child Safeguarding Policy that contains Part 1 of KCSIE and the Code of Conduct for Staff and Interaction with Pupils Policy.

We have a clear policy in place that any visitor to the school who has not undergone all safer recruitment checks will be accompanied at all times. The same policy is followed when taking the children out of school. Anyone who speaks to the children (whether in school, or at an outside facility) are asked to sign a Prevent Disclaimer Form. Our policies are reviewed by Governors annually. The Bursar holds a Single Central Register of the checks made for every member of staff. The school is committed to report to the DBS within one month of leaving the school any person whether employed, contracted, a volunteer or student, whose services are no longer used because he or she is considered unsuitable to work with children.

Please refer to the Recruitment, Selection and Disclosure Policy and Procedure.

Induction and Training

Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receives foundation level training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the Designated Safeguarding Lead Officer or the Headmaster. (Safeguarding Children in Education, Wiltshire Council Whole School Child Protection Training Pack – delivered by either Wiltshire Council or Ellie Buckey). Child protection training is also included in the induction for new Governors and volunteers.

Everyone attends full training at least every three years, with a refresher done annually. Ellie Buckey administers additional training sessions throughout the school year in staff meetings, via email and at INSET days to Chafyn Grove staff, visiting music teachers and specialist one-to-one teachers. Outside activity providers are required to provide evidence of undertaking training at least every two years. If training has not been received elsewhere, Ellie Buckey will offer it at Chafyn Grove. Governors are requested to attend the full training every three years. They are kept up to date via the nominated safeguarding governor. Also, governors are kept up to date annually by reviewing the safeguarding policy and listening to the safeguarding update given by Ellie Buckey in the full governors' meeting in November.

Training in child protection is an important part of the induction process. Records of Child Protection training are held by the Bursar.

Before they start work at the school, all new staff, including temporary staff and volunteers, are provided with induction training by the DSL. This training will include the administration of the following documents:

- The school's Safeguarding Policy.
- The staff code of conduct/behaviour policy
- A copy of Part 1 of KCSIE (Annex A to this Policy)

The induction will also include staff being made aware of:

- The role and identity of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads.

- The Computer Usage and E-Safety Policy.
- The Child Missing in Education (CME) policy.
- The Pupil Behaviour and Discipline Policy.
- Prevent Training

If a member of staff has a concern about a child, they should fill in a concern sheet (Annexe G of this policy and it can also be found in the safeguarding folder on the staff shared area or in the folder of hard copies on the staff room safeguarding board) and take it immediately to the DSL. The DSL will then decide what happens next. This may include monitoring, informing parents, phoning the MASH hub or referring to social services.

Interaction with Pupils: Code of Conduct for Staff

New members of staff, Governors and volunteers are given copies of the school's policy on Interaction with Pupils: Code of Conduct for Staff (please see ANNEX B). Discussion of the procedures set out in that document and in our staff handbook forms a vital part of our induction procedures. The code of conduct provides guidance for teachers and other members of staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. It also provides guidance for staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training.

The Code of Conduct is placed on the agenda of a staff meeting once a year, so that it can be reviewed and updated by the staff themselves, before being sent to Governors for approval. This code also contains guidance in the event that a child, a member of staff or a parent has reason for concern about a member of staff. This guidance is available for staff in the internal network shared area.

Equal Treatment

Chafyn Grove School is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student.

Bullying and peer-on-peer Abuse

Bullying, harassment, victimisation and discrimination can appear in many forms, including: sexual violence and sexual harassment, upskirting, physical abuse, sexting, initiation/hazing type violence and rituals. Bullying will not be tolerated. Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. *Any* kind of bullying is unacceptable, including cyber –bullying, homophobic, biphobic and transphobic bullying. Bullying and incidents of peer on peer abuse will be treated as safeguarding issues. (See our Anti Bullying policy)

We recognise the gendered nature of peer-on-peer abuse and that children with Specific Educational Needs or Difficulties are more vulnerable when it comes to peer-on-peer abuse. These pupils are monitored closely by the pastoral team to make sure that a high level of support is available to them. All peer-on-peer abuse is unacceptable and will be taken seriously.

Minimising risk:

In order to minimise the risk of peer-on-peer abuse or bullying taking place in the school we:

- Encourage a close relationship between the personal tutor and the pupil, so that they have a daily port of call.

- Have pastoral discussions during morning staff meetings twice a week where staff can air any concerns they have about a pupil or group of pupils.
- Have a pastoral committee of staff members who meet weekly to discuss any problems or concerns. In those meetings, we outline how support and help will be given to the pupils.
- Constantly re-enforce positive behaviour and appropriate treatment of each other in tutorials, PSHEE lessons, assemblies and mini-eight groups.

Response and records:

All accusations of bullying or abuse are investigated immediately by the Pastoral Deputy Head, Lynsey Hearsey. She is assisted by the form tutors, heads of year, DSL or by the Head of Boarding. Pupils are spoken to, carefully and privately, so that staff can gather all viewpoints. Witnesses are consulted as and when this is required. Once the most accurate version of events has been established, the outcome can be decided upon. The victim and the perpetrator will be supported throughout the process. Records are kept of all incidents and subsequent conversations using SchoolBase. If we feel there has been peer-on-peer abuse then a secure safeguarding folder would be created on both the victim(s) and perpetrator(s) by the DSL.

Sexual Harassment and Sexual Violence

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Any alleged incidents of sexual harassment or sexual violence will be handled in accordance with the KCSIE guidance (see KCSIE Annex A). The Designated Safeguarding Lead will be involved as soon as is practically possible. All allegations will be treated seriously and confidentiality will be maintained as much as possible to protect both the alleged victim and perpetrator.

Safety on-line

Staying safe online is an essential part of our safeguarding policy. Abuse can take place wholly online or technically may be used to facilitate offline abuse.

We employ a rigorous screening system run by Securus which works to protect our children from cyber bullying, online grooming, explicit images, harmful websites and other threats when using the school network by alerting us to anything of concern. These incidents are monitored at least weekly by the system network manager and the Pastoral Deputy. Smoothwall allows our network administrator to see the signs of danger before they present a problem. Focusing on the most perilous categories (drugs, suicide, weapons and criminal activity). Smoothwall makes reporting proactive, by alerting us to possible policy breaches as they happen.

Use of Mobile Phones

Pupils are not allowed to have a mobile phone in school except in extraneous circumstances. In this instance, permission must be sought from a member of Senior Management.

Staff should refer to the Esafety and Computer Usage Policy.

Visitors may only use their phones outside the classrooms. There should be no mobile phones used by visitors in EYFS.

Use of Cameras and Recording Equipment by Staff

Our policy is that staff should use the school cameras and school phones to take photographs or film of pupils at school or on school trips. Staff should not use personal devices to take photographs of the children. Under no circumstances may images be appropriated by staff for their own use or put directly by them onto social media. The school Facebook page is managed by the Front Office.

Events such as, Sports day, Outings, Plays and other events may be recorded by video and photographs by professional photographers, staff or parents but always in full view of all attending.

On occasion there may be photographs of children taking part in an activity to advertise/promote the school via the school website or the school's Facebook page. Permission from parents is always sought before being used for advertising.

In the case of negative film used in photographic activities in school cameras the processed negatives or plates should be held at school whilst still useful. After they become irrelevant they should be destroyed. In such a case a child who is not to be photographed is inadvertently included in a frame that frame should be cut from the roll after process.

Early Years Foundation Stage (EYFS)

We are an EYFS registered setting. Any allegations against people living or working on the premises, or of any other abuse alleged to have taken place on the premises, must be reported to Ofsted as soon as is practical and within 14 days at the latest.

Photographs and mobile devices:

Children in EYFS have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2017). Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of EYFS children for their own records during session times.

Photographs may be taken during indoor and outdoor play and displayed in albums or a child's development records for children and parent/carers to look through. They may also be displayed on walls in the classrooms. Many mobile phones have inbuilt cameras; staff must not use their phones to take photographs of EYFS children.

Safety off premises

To ensure the safety of our children off site, assurances are always sought that the staff of that organisation are suitable. For example, a PREVENT disclaimer form is always sent, and risk assessment completed and pre visits or conversations are held where possible. Chafyn staff would always be present.

Steps taken due to the Counter Terrorism and Security Act 2015.

Due to our local environment, the governors of Chafyn Grove have assessed our children to be highly unlikely to be exposed to terrorist ideology or extremist ideas both within school and beyond the school gates. However the following steps have been taken following our risk assessment, with several, more robust actions being taken:

- We have assessed and are happy that Chafyn has appropriate levels of filtering on the school internet to keep children safe from terrorist and extremist material.
- A trips PREVENT disclaimer form is sent from school to outside organisations ahead of time. See ANNEX E
- Speakers from outside school are checked ahead of time to ensure that they will not use extremist material or footage within their presentation (using google search, checking the companies/charity who they work for, and only using tried and tested speakers who come recommended). They are also required to fill out a disclaimer. See ANNEX F.
- All Staff and governors do the Prevent Online Training Course, and they understand the risk and how to refer any young person for help if they should need it. The link to this training course is: <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- For PREVENT referrals in Avon, Somerset and Wiltshire:
 - Call 101 and state you would like some advice or make a Prevent referral
 - If you see or hear something that could be terrorist related call the anti-terrorist hotline on 0800 789 321
 - If you require urgent police assistance dial 999
 - Email: channelsw@avonandsomerset.pnn.police.uk
- Smoothwall, our internet filter categorises websites and we control if these categories are allowed or disallowed. Currently one of the many categories that we block is called 'Terrorism' (This list of sites are compiled by the Office of Security and Counter-Terrorism of the UK Home Office). **All** internet use at school is filtered in this way.
- Securus is our screen monitoring software and that has new inbuilt functions specifically designed with preventing radicalisation in mind and now captures the screen if it detects words such as 'Passport', 'Airport' and 'Radicalisation', as well as the usual 'Don't tell anyone' etc.

Safety of our boarding pupils

For all the safety arrangements made for our boarding pupils, please refer to our boarding policy.

WHAT CONSTITUTES CHILD ABUSE AND NEGLECT

All adults who work or volunteer with children should be able to identify concerns about child abuse.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm.

The four types of abuse, described in *Keeping Children Safe in Education September 2019* are:

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, drowning, suffocating, inducing illness or causing physical harm in any other way.

Physical signs to that may be present:

Multiple bruising.

Cigarette burns.

Bite marks.

Black eyes.

Double bruise (small) indicating a pinch.

Injuries/bruising of an odd shape which may be caused by an object.

Burns or scolds.

Bruising in sites not easily injured.

Frequent bruising.

A hand mark may indicate a slap.

An irregular bruise may indicate a punch or a knock.

A bite mark, black eye, ear injuries, walking awkwardly may indicate a kick.

There may be other less obvious signs of physical abuse:

Frozen watchfulness.

Withdrawal from physical contact.

Running away.

Fear of returning home.

Unusual lack of parental concern.

Differing account of events.

Injuries noticed by others and not reported by the family.

High level of demand for investigations for symptoms which do not present physical signs.

Delay or failure to seek medical attention.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs:

A child is usually unresponsive or distant and withdrawn

Notice persistent negative comments

The child seeks adult company and solace a lot

Difficulty in communicating and establishing relationships

Low self-esteem

Not friendly with peers and vice-versa. Children who are victims of emotional abuse don't want to be different and find rejection very hard.

Running away

Fear of returning home

A high level of demand for investigations for symptoms which do not present physical signs

Sexual abuse: involves forcing or enticing a child to take part in sexual activities. This can involve physical acts, non-contact actions such as viewing inappropriate images or online activities. Please note that the sexual abuse of children by other children is a specific safeguarding issue in education.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to manipulate or deceive a person under the age of 18. Like all forms of child sex abuse, child sexual exploitation can take place in person or via technology or via a combination of both.

Some of the following signs may be indicators of sexual exploitation:

- 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;
- Children who regularly miss school or education or do not take part in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

This is difficult to see as there will not always be outward physical signs. Some telling signs are:

- Growth failure (particularly poor weight gain).
- Developmental delay (language, motor skills, social skills)
- Inappropriate clothing for the time of year.
- Poor general physical appearance
- Poor hygiene or sudden drop in weight
- Lacking self-esteem
- Extremes of behaviour
- Aimless
- Social skills are not good. A victim of neglect fears being rejected and failing.

Specific safeguarding issues: Chafyn Grove School recognises other safeguarding issues:

Child Sexual Exploitation, Female Genital Mutilation, bullying and other forms of peer abuse (including cyber-bullying), sexual harassment and sexual violence, domestic violence/abuse, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth violence, child criminal exploitation: county lines, Children Missing in Education, children and the court system, children with family members in prison, so-called 'honour-based' violence (HBV), upskirting, gender-based violence/violence against women and girls, mental health, homelessness, preventing radicalisation, sexting, teenage relationship abuse, recognising the vulnerability of children with SEND, issues surrounding private fostering and trafficking.

The school will endeavour to identify and act upon any forms of abuse according to our procedures. We recognise that “for children who need additional help, every day matters” (Working together to safeguard children, 2018)

Private Fostering

The majority of children who are privately fostered are well cared for. Some children (and their carers) however may be in need of support and for a minority of privately fostered children they may be at risk of or suffering significant harm. Professionals working with children and young people have a key role in identifying privately fostered children. Staff working in education, health, social care, youth work and police community support are often the first people to become aware of these arrangements.

By law parents and carers must notify the local authority of private fostering arrangements, however this rarely happens. If you do become aware that a child or young person is being privately fostered, you should inform the carer/parent of the requirement to notify Wiltshire Children’s Social Care. If you are not confident that they will do so, then you should notify Wiltshire Children’s Social Care yourself.

If you are unsure whether the person caring for the child is a close relative – **ASK** the carer what their relationship is with the child.

To notify Wiltshire Council of a private fostering arrangement or to discuss a potential private fostering arrangement, please contact Wiltshire Multi-agency Safeguarding Hub (MASH) on 0300 4560108.

For more information, including definitions, indicators and other safeguarding issues, please refer to ANNEX A (KCSIE) and A1 (Annex A of the KCSIE).

Responding to disclosures: guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

Create a safe environment

- Take the child to a private and safe place if possible.
- Stay calm.
- 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 to the child and tell them that you believe them and are taking what is being said seriously.
- Tell the child what you are going to do next after the disclosure.

Be honest

- Do not make promises that you cannot keep.
- Explain that you are likely to have to tell other people in order to stop what is happening.

Record on the appropriate form exactly what the child has said to you as soon as possible and include the following into the form:

- Child’s name, address, date of birth.
- Date and time of any incident.

- What the child said and what you said.
- Your observations e.g. child's behaviour and emotional state.

The Child Welfare and Child Protection Concern Sheet is included in Annex G. A safeguarding overview sheet is also available for quick reference, refer to Annex H for further details.

Be clear about what the child says and what you say

- Do not interview the child and keep questions to a minimum.
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers.

Maintain confidentiality

- Only tell those people that it is necessary to inform.

Do not take sole responsibility

- Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary
- The Designated Safeguarding Lead will consider the information and decide on the next steps.

Add the expectations of the school once a child has disclosed (i.e. return to class/take time out, support offered etc.).

Reporting concerns and information sharing

The 'What to do if worried about child abuse or neglect' WSCB flowchart has been included in ANNEX J.

Where any adult in the school has concerns about a child they should discuss these in the first instance with the Designated Safeguarding Lead, or in their absence, the deputy. Any staff member can speak directly to Children's Social Care via the MASH team (0300 456 0108) and make a referral. **If you think a child is at risk, you must report your concern immediately or as soon as is practicable within 24 hours.**

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

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. (KCSIE 2019)

Sharing Concerns with Parents

Make a statement in relation to *Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018*.

Make a statement which includes:

- Working together in partnership

- Confidentiality
- Recording our decision to share, or not to share, information
- Sharing concerns with parents unless to do so would place the pupil at an increased risk of significant harm
- Availability of policies
- Availability of information
- Access to pastoral and early help services
- Mention domestic abuse here

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them.

Parental consent is not required to make a referral to a statutory agency if it might:

- 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.

In some circumstances, the Designated Safeguarding Lead will seek advice from Children's Social Care by ringing the MASH to obtain advice about the recommended course of action. Parents do not have to be consulted for this phone call to be made.

Safeguarding Policy Documents:

- Anti-Bullying Policy.
- Code of Conduct for Staff.
- Code of Conduct for Volunteers/Visitors.
- Data Protection Policy.
- Missing Child Policy.

PROCEDURES WHEN A MEMBER OF STAFF FACES ALLEGATIONS OF ABUSE (INC VOLUNTEERS)

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

The flow chart giving guidance on the procedure to follow can be found in Annex I of this policy. An allegation of such seriousness would normally be made directly to the Headmaster; but if another member of staff is told first, he/she will ensure that the Headmaster is informed immediately. If the Headmaster is unavailable – or is involved - the Chair of Governors should be told at once. If this were the case, the Headmaster would not be informed first. The Designated Officer would then be informed.

Whistleblowing

All Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school, which will be taken seriously by the Senior Management Team. The School Whistleblowing policy is contained in the Employment Handbook that is issued to all staff on commencement of employment and should be followed to raise concern. Staff who do not feel able to raise concerns regarding child protection internally may contact the following:

- NSPCC whistleblowing helpline 0800 028 0285 or email: help@nspcc.org.uk.
- Protect (formerly Public Concern at Work) helpline 020 3117 2520 or email: whistle@protect-advice.org.uk. Website: www.pcaw.org.uk

Anonymous Allegations

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff but not the pupil, we will normally interview the member of staff (having first sought advice from the Designated Officer) and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

First Response

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Involve the Designated Officer: 01225 718079 or 713945.
- Take any allegation of abuse, involving a member of staff, very seriously.
- Establish the facts before reaching any conclusion.
- Deal with an allegation, without promising confidentiality not asking leading questions.
- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support.
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

Next Step

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation,
- Consider suspending the member of staff (or volunteer) concerned.

Suspension

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative.

Boarding school, or other accommodated staff, who are suspended will be required to remain off-site for the duration of their suspension.

Alternatives to Suspension

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

If the member of staff resigns

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

Length of Investigatory Process

We recognise that everyone's interests are served by completing any investigatory process as swiftly as possible. Chafyn Grove School is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

Referral to the Disclosure Barring Service (DBS)

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the DBS within one month of the individual's dismissal or resignation (resignation would under no circumstances prevent us from reporting a case to the DBS) because he or she has been considered unsuitable to work with children. We would also consider (depending on the case) making a referral to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had he or she not resigned) or found guilty of professional misconduct. A prohibition order may be appropriate, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

Reports concerning members of staff or volunteers are normally made by the Head Master. If the Head Master is involved, the report is made by the Chairman of Governors. The school plays no part in the subsequent process of investigating the case and/or barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

Recording Allegations of Abuse

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

Handling False, Malicious or Unsubstantiated Allegations

A child who has been the centre of false, malicious or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the Designated Officer to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, and may need support from the School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

Support for the Member of Staff

A member of staff could be left at the end of a false, malicious or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

Allegations of Abuse of a Child who is not a Pupil at the School

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Chafyn Grove School, we would immediately pass such information to the Designated Officer to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

Allegations involving the Head or DSL

The Chair of Governors should be told at once of any allegation involving the Headmaster, without informing the head. They will proceed according to the steps outlined above. Any decision to take legal advice would not affect the immediate decision to report to the Designated Officer. The Headmaster will normally be suspended for the duration of the investigatory process, and one of

the Deputy Heads will be made acting Head until the conclusion of the investigation and resolution of the issue.

The Headmaster should similarly be told at once of any allegation involving the DSL. The Chairman of Governors should normally be informed on the same day, and legal advice obtained, although this would not affect the immediate decision to report to the Designated Officer. The DSL will normally be suspended for the duration of the investigatory process and asked to vacate her school house. The Headmaster or Deputy Head should be made acting DSL until the conclusion of the investigation and resolution of the issue.

Complaints

Should a parent or pupil want to make a complaint, please refer to our **Complaints Policy** for further information.

See the following policies:

- ***Code of Conduct for Staff (enclosed).***
- ***Policy for Physical Restraint.***
- ***Whistleblowing Policy.***
- ***Complaints Policy.***
- ***Boarding House Policy.***
- ***Flow chart 'Allegations Against Adults' (enclosed – Annex I)***
- ***Flow chart 'What to do if you are worried a child is being abused or neglected' (enclosed – Annex J)***

ANNEX A



Keeping children safe in education

Statutory guidance for schools and colleges

Part one: Information for all school and college staff

September 2019

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Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children.

- Governing bodies of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs) are asked to ensure that **all staff** in their school or college **read** at least Part one of the guidance.

For ease of reference Part one is set out here as a stand-alone document.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child-centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's 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.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn.
8. **All** staff should be prepared to identify children who may benefit from early help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

¹ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).² The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.³ All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 35-47. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the;

- child protection policy;
- behaviour policy;³
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. **All** staff should be aware of their local early help² process and understand their role in it.

16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁵

² Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).⁵ More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

17. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

Early help

18. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Abuse and neglect

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

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

Indicators of abuse and neglect

21. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

22. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

23. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

24. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

25. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

26. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse,

deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse

27. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence,³ such as rape, assault by penetration and sexual assault;
- sexual harassment,⁴ such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting,⁵ which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

28. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Serious violence

29. **All** staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

30. **All** staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance⁶.

Female Genital Mutilation

31. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.⁷ If a teacher, in the course of their work in the profession,

³ For further information about sexual violence see Annex A.

⁴ For further information about sexual harassment see Annex A.

⁵ For further information about 'upskirting' see Annex A.

⁶ For further information about violent crime see Annex A.

⁷ Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

Contextual safeguarding

32. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

Additional information and support

33. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

34. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child

35. Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.
36. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 15 for a flow chart setting out the process for staff when they have concerns about a child.
37. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).
38. Options will then include:
 - managing any support for the child internally via the school's or college's own pastoral support processes;
 - an early help assessment;⁸ or

⁸ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

- a referral for statutory services,⁹ for example as the child might be in need, is in need or suffering or likely to suffer harm.
39. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.
40. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Early help

41. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

42. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services

⁹ Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17

for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

43. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

What will the local authority do?

44. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:
- the child requires immediate protection and urgent action is required;
 - the child is in need, and should be assessed under section 17 of the Children Act 1989;
 - there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
 - any services are required by the child and family and what type of services;
 - further specialist assessments are required to help the local authority to decide what further action to take;
 - to see the child as soon as possible if the decision is taken that the referral requires further assessment.
45. The referrer should follow up if this information is not forthcoming.
46. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).
47. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

48. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

49. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.¹⁰ Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

50. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

What school or college staff should do if they have concerns about safeguarding practices within the school or college

51. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

52. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

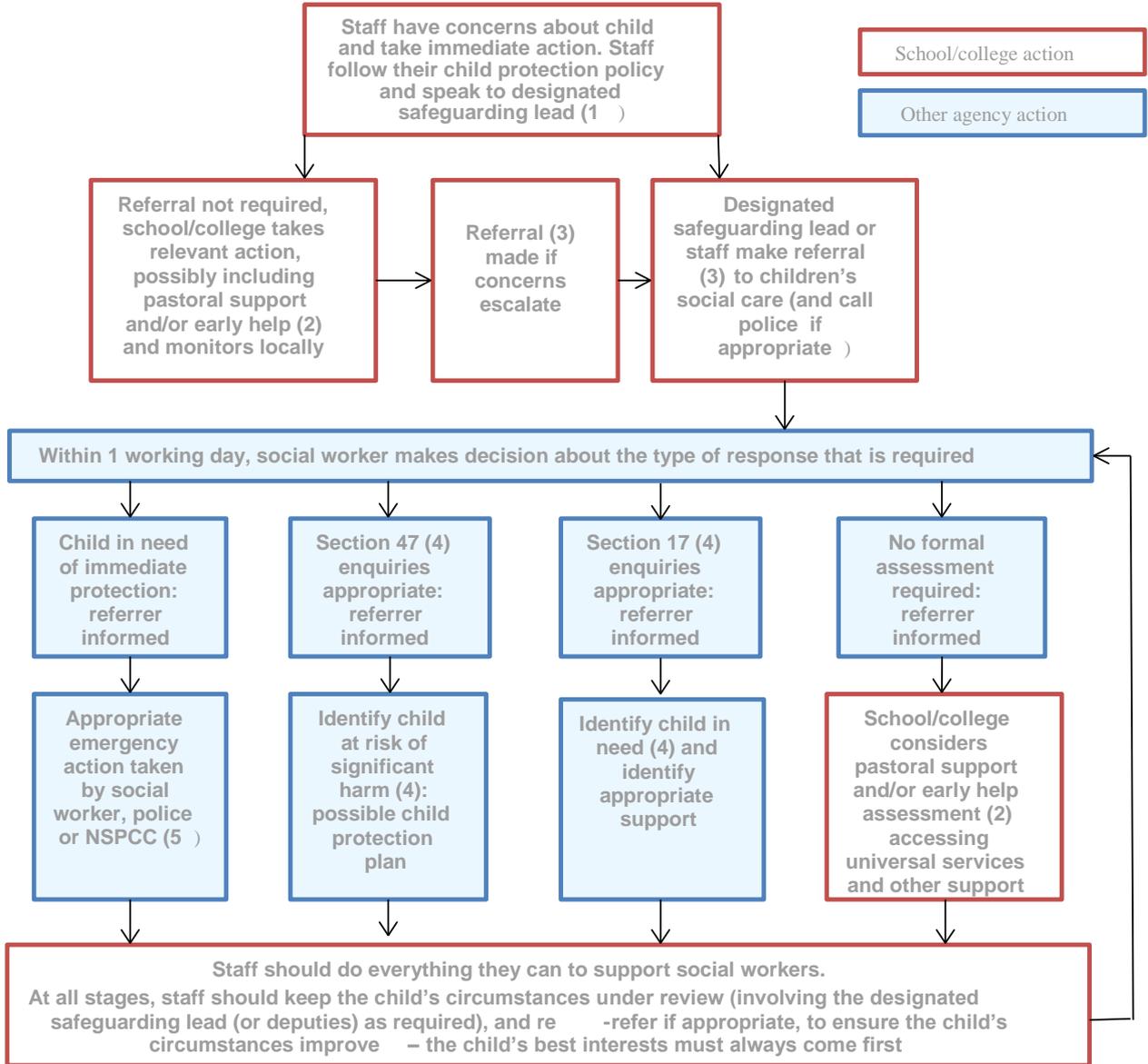
¹⁰ An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

53. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#); and
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.¹¹

¹¹ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
 (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 should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
 (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
 (4) 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
 (5) This could include applying for an Emergency Protection Order (EPO).

Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Annex A Index

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Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and

neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

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

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It 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. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- 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 do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹² should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;

¹² [15 national crime agency human-trafficking.](#)

- financial; and
- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse.](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

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

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

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹³ that requires a different approach (see following section).

FGM: FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁴ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e.

¹³ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

¹⁴ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

[Extremism](#)¹⁸ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. [Radicalisation](#)¹⁹ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard²⁰ to the need to prevent people from being drawn into terrorism".²¹ This duty is known as the Prevent duty.

¹⁸ As defined in the Government's Counter Extremism Strategy.

¹⁹ As defined in the Revised Prevent Duty Guidance for England and Wales.

²⁰ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

²¹ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Additional support The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges. [Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003²² as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?²³ Consent is about having the freedom and capacity to choose.

Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he

agrees by choice to that penetration and has the freedom and capacity to make that choice.¹⁵

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be

²² [Legislation.gov.uk](https://www.legislation.gov.uk)

²³ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#).

considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²⁵ It may include:
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting¹⁶

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

¹⁵ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

¹⁶ Additional information can be found at [GOV.UK](https://www.gov.uk).

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 36 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

²⁵ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: statutory guidance and government advice	Foreign Commonwealth Office and Home Office
Health and Wellbeing	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	MHCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

Code of Conduct for Staff (A12): Interaction with Pupils Agreement

Introduction

This document provides instruction for adults working at Chafyn Grove (including staff, governors and volunteers) about acceptable and desirable conduct to **safeguard** both adults and pupils. It refers to and complements other policies and guidance in our school, including:

- Safeguarding Policy.
- Whistle Blowing policy
- Health and Safety policy
- E-safety policy

In addition all staff must read Part 1 of *Keeping Children Safe in Education*, 3 September 2018 (Annex A) and must adhere to all other documents of employment.

Always remember that while you are caring for other people's children, you are in a position of **trust** and your responsibilities to them and the organisation must be uppermost in your mind at all times. The child's welfare is paramount (Children Act 1989). You are also representing the school and are expected to promote the school's interests and protect its reputation at all times.

Do not:

- Discriminate favourably or unfavourably towards any pupils.
- Use or threaten any kind of physical punishment.
- Disclose confidential information belonging to the school to any person not authorised to receive it. Also ensure that any confidential or sensitive information is not left in an inappropriate place e.g. the photocopier.
- Leave your computer unattended without locking the screen first. Ensure the overhead projector is turned off when viewing sensitive material e.g. emails.
- Tell anyone your password or login information.
- Smoke in front of any pupil.
- Accept 'friend' requests on Facebook from pupils (or past pupils) under the age of 18, or communicate with pupils via any type of social media. This includes after you have left the school's employment.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children or carry out their role within the school.
- Staff medication on the school premises must be out of reach of children at all times and should be stored securely in either a locker or the Matron's office.
- Behave in a way that may frighten or demean any pupil.
- Use any racist, sexist, discriminatory or offensive language to anyone in the Chafyn Grove community.

- Allow personal or political views to influence your professional conduct or conversation with pupils.
- Use equipment belonging to the school to access adult pornography. Neither should these images be brought into the workplace.
- Invite a pupil into your home/car or arrange to see them outside school hours without express permission of parents.
- Engage in any sexual activity (this would include using sexualised language) with a pupil you meet through your duties or start a personal relationship with them – this would be **an abuse of trust**.
- Let allegations made by a pupil go unchallenged, unrecorded or not acted upon.
- Rely upon *good nature* to protect you or believe “it could never happen to me.” (Never put yourself in a position that could be misinterpreted)
- Give pupils presents or personal items (unless an item given in your professional capacity, e.g. the custom of giving an end of year present).
- Take photographs of children on personal devices, or put images of pupils onto personal social media sites.

Do:

- Be familiar with and work in accordance with the school’s policies, particularly those mentioned above.
- Remember that any data you produce about a child, parent or member of staff can be viewed on request; this is in accordance with data protection laws.
- Provide a good example and be a positive role model to pupils. This includes appropriate dress, language and manners.
- Ensure that your relationship with pupils remains on a professional footing.
- Behave in a mature, respectful, safe, fair and considered manner.
- Ensure risk assessments are completed when transporting pupils. Also ensure that you have correct parental permissions and adult/pupil ratios, and that all children wear seatbelts or use car seats (when applicable).
- Ensure any visiting speakers are vetted using the Prevent forms. These should also be used when you lead a school trip that involves someone speaking to the children.
- Ensure that no guest or visiting speaker is given unsupervised access to the children. Ensure you follow the protocol for visitors to the school.
- Exercise caution about being alone with a pupil. In situations where this is unavoidable, ensure another colleague or volunteer knows what you are doing and where you are.
- Treat children with respect and dignity, even in those circumstances where they display difficult or challenging behaviour
- Ensure that any physical contact is open and initiated by the child’s needs, e.g. for a hug when upset or help with toileting. Always prompt pupils to carry out personal care themselves and if they cannot manage, ask if they would like help.

- Talk to pupils about their right to be kept safe from harm.
- Listen to pupils (be approachable) and take every opportunity to raise their self-esteem.
- Work as a team with your colleagues / volunteers. Agree with them what behaviour you expect from the pupils and be **consistent** in enforcing it.
- Remember that if you have to speak to a pupil about their behaviour, you are challenging 'what they did', not 'who they are' (*label the act, not the child*).
- Make sure you are up to date with identifying child protection issues and report any concerns to the designated member of staff for safeguarding children (Ellie Buckey, or in her absence Lynsey Hearsey, Jason Webster or Cathy Jones (EYFS)).
- Be clear with anyone disclosing any matter that could concern the safety and wellbeing of a pupil that you cannot guarantee to keep this information to yourself.
- Be friendly but NOT 'a friend'.

Agreed by Simon Head: September 2019

I confirm that I have read and understood the code of conduct for Chafyn Grove School and agree to abide by its contents:

Name _____

Signed: _____ Date: _____

The role of the Nominated Governor

The Nominated Governor supports the DSL through meetings and discusses the responsibilities involved in the role of the DSL, the organisation of Child Protection matters and training, and through finding out about best practice in other schools. The Governors formally consider the school's safeguarding provision once a year while the DSL and the Nominated Governor meet at least termly to review safeguarding issues. The Nominated Governor will feed back to other governors about Safeguarding changes and procedures.

The Nominated Governor ensures safeguarding is always a priority by:

- Attending an initial training course and any other subsequent courses; feeding back any recent recommendations to CGS.
- Championing child protection issues within the school and liaising with the Designated Safeguarding Lead and the Headteacher and offering challenge if necessary.
- Ensuring the Safeguarding policy is checked for impact and reviewed yearly accordingly.
- Auditing safeguarding measures annually alongside the Designated Safeguarding Lead and the Headteacher using the Wiltshire Council annual School Safeguarding Audit return and reporting back to Full Governing Body.
- Ensuring that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils. This can be done by going through the compliance checklist annually.
- Reviewing the procedures for and the efficiency with which the child protection duties have been discharged. This can be done by checking through the Single Central Record.
- Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- Approving amendments to child protection arrangements in the light of changing regulations or recommended best practice.

Role of the designated safeguarding lead (DSL)

Governing bodies, proprietors and management committees appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection. This is explicit in the role- holder’s job description. The Safeguarding team includes at least one member of the Senior Management Team and has the appropriate status and authority within the school to carry out the duties of the post. The DSL is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter- agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead will:

- Refer cases of suspected abuse to the local authority children’s social care as required;
- Support staff who make referrals to local authority children’s social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
 - Work closely with the Senior Management team and the ICT team in order to promote and maintain the online safety of the pupils.

Undertake training

The designated safeguarding lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years.

The designated safeguarding lead has had Prevent awareness training.

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the schools child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead ensures the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

The school's records on child protection are kept locked in the Headmaster's office, and are separated from routine pupil records. Current cases are kept locked in the DSL's office and access is restricted to the DSL and the Headmaster.

Availability

- During term time the designated safeguarding lead (or a deputy) is always available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

'Prevent' Disclaimer – Activities

At Chafyn Grove School, we take our children's safety very seriously and therefore it is not acceptable to:

- actively promote intolerance of any faiths, cultures and races.
- fail to challenge behaviours (whether staff, children, parents or visiting speakers) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

We adhere to the 'Prevent' strategy: under the Counter Terrorism and Security Act (2015). We also have a duty " *to have due regard to the need to prevent people becoming drawn into terrorism.*" For this reason we ask organisations to sign the following before speaking to our children.

- I agree that the content of our activity will not actively promote intolerance of any faiths, cultures and races. We respect the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- There is nothing in the content of our activity which undermines these principles. We understand that if a member of Chafyn Grove staff feels that the content of our activity or our behaviour compromises these principles, we may be asked to end our activity.

Signed: _____ Date: _____

Company: _____

Position in the Company: _____

Please complete and return to group leader as per covering letter.

'Prevent' Disclaimer – Talks

At Chafyn Grove School, we take our children's safety very seriously and therefore it is not acceptable to:

- actively promote intolerance of any faiths, cultures and races.
- fail to challenge behaviours (whether staff, children, parents or visiting speakers) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

We adhere to the 'Prevent' strategy: under the Counter Terrorism and Security Act (2015). We also have a duty " *to have due regard to the need to prevent people becoming drawn into terrorism.*" For this reason we ask organisations to sign the following before speaking to our children.

- I agree that the content of my talk will not actively promote intolerance of any faiths, cultures and races. I respect the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- There is nothing in the content of my presentation which undermines these principles. I understand that if a member of staff feels that the content of my presentation or my behaviour compromises these principles, I may be asked to end my presentation and leave the premises.

Signed: _____ Date: _____

Company: _____

Position in the Company: _____

Please complete and return to group leader as per covering letter.



Chafyn Grove School

Child Welfare and Child Protection Concern Sheet

For completion by staff or volunteers when they become aware of child welfare concerns, in accordance with government guidance and the school's child protection policy. The designated safeguarding lead will monitor concerns and report where appropriate to social care if a child is deemed at risk of significant harm. This information will be disclosed only to those staff who need to know for the purposes of child protection. Concerns will usually be shared with parent/child, unless to do so may place the child at increased risk of harm.

Date of Alleged incident		Date/time of disclosure	
Name of child/ren		Class	
Name of person making this record		Role in school	
Signed as a true record		Date DD/MM/YYYY	

Nature of Concern Attach additional sheets if necessary Include observations as well as professional opinions			
Any other relevant information (previous concern, other professionals involved/SEN etc)			
Current status with social care (tick & add name where known)	None	Known to Social Care	Child Protection Plan
Name of Designated Safeguarding Lead reviewing concern		Initial action taken and Date	

Further action taken Please also record whether concerns were shared with: Parents/Carers, MASH and reasons why.		Date
Final Outcome		Date



CHAFYN GROVE SCHOOL - SAFEGUARDING OVERVIEW SHEET
(To be included in the child's CP file when concerns are logged for the first time)

Name of child _____ DOB _____

Nature of concern:

Other known names _____

Address _____

Other family members:

(include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)

Are any other child protection files held in school relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant?

Name and contact number of Social Worker (Children's Social Care) or CAF details:

Name and contact number of any other agency workers involved:

Name of lead person responsible for reviewing this record:

ALLEGATIONS AGAINST ADULTS Who work with children

GUIDANCE FLOWCHART

If you become aware that a member of staff/volunteer may have:

- Behaved in a way that **has harmed** a child, or **may have harmed** a child;
- Possibly committed a **criminal offence** against or related to a child or
- Behaved towards a child or children in a way that indicates they **may pose a risk of harm** to a child

Where a young person discloses abuse or neglect

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

Report immediately to your Headteacher

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without the Headteacher's knowledge

Unless there is clear evidence to prove that the allegation is incorrect, the Headteacher **must:**

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

Designated Officer (direct line): 01225 713945

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

Out of Hours Emergency Duty Service (5.30pm to 9.00am): 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 and internal investigation*).

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

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

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

Member of staff has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviour

Where a young person discloses abuse or neglect

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

Discuss concerns with Designated /Named Safeguarding Lead

The **Safeguarding Lead** will consider further actions required, including consultation with MASH (number below). Concerns and discussions, decisions and reasons for decisions should be recorded in writing by agency/organisation. In exceptional circumstances or in the absence of a Safeguarding Lead the individual may contact MASH directly.

Still have concerns – **refer to MASH**

No longer has safeguarding concerns

Multi-agency Safeguarding Hub:

0300 456 0108

Out of hours Emergency Duty Service (5.30pm to 9.00 am): 0300 456 0100

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

MASH

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

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

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

Updated January 2018