

Stratford-sub-Castle Church of England VC Primary School

Learning for life in a positive and caring Christian community

Child Protection Policy #5

The *Child Protection Policy* was reviewed during the Autumn Term 2016.

This document is the result of that review.

(This policy was updated in February 2017 by the Safeguarding Committee to ensure compliance with the revised statutory definition of child sexual exploitation)

DATE AGREED BY FULL GOVERNING BODY:	14/11/16 (*update February 2017)
REVIEW DATE:	November 2017
AUTHOR:	Mrs Kay Bridson, Miss Angela Britten & Mr Peter Habert
HEADTEACHER:	Mrs Kay Bridson
CHAIR OF GOVERNORS:	Miss Angela Britten
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<p><i>Anti-Bullying Policy</i> <i>Attendance Policy</i> <i>Behaviour for Life and Learning Policy</i> <i>Child Protection Volunteer Leaflet</i> <i>Critical Incident Policy and Management Plan</i> <i>Data Protection Policy</i> <i>Formal Complaints Policy</i> <i>Freedom of Information and Publications</i> <i>Information Sharing Policy</i> <i>Intimate Care Policy</i> <i>Medication for Pupils Policy</i> <i>Online-safety Policy</i> <i>Positive Interventions Policy</i> <i>Safe-guarding Policy</i> <i>Safer Recruitment Policy</i> <i>Security Policy</i> <i>Sex and Relationships Education Policy</i> <i>Single Equalities Policy</i> <i>Special Educational Needs Policy</i> <i>Use of Photography Policy</i> <i>Whistle Blowing Policy.</i></p> <p><i>This policy should be read alongside the following national government policies:</i> <i>Working together to safeguard children 2015</i> <i>Keeping children safe in education 2016</i> <i>Keeping children safe in education 2016 Part 1</i> <i>What to do if you are worried a child is being abused 2015- Advice for practitioners.</i> <i>Prevent Duty Guidance 2015</i></p>

Stratford-sub-Castle Church of England VC Primary School

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Child Protection Policy #5

This policy should be read in conjunction with all safeguarding policies.

This policy was agreed by the Full Governing Body on 14/11/16

It will be reviewed in November 2017

(This policy was updated in February 2017 by the Safeguarding Committee to ensure compliance with the revised statutory definition of child sexual exploitation)

Stratford-sub-Castle Primary School fully recognises its responsibilities for child protection.

Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.

For children who need additional help, every day matters. Academic research is consistent in underlining the damage to children from delaying intervention. The actions taken by professionals to meet the needs of these children as early as possible can be critical to their future.

Children are best protected when professionals are clear about what is required of them individually, and how they need to work together.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children.

Effective safeguarding arrangements in our school are underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional should play their full part in keeping children safe; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

This policy should be read alongside the following other school policies:

Anti-Bullying Policy, Attendance Policy, Behaviour for Life and Learning Policy, Child Protection Volunteer Leaflet, Critical Incident Policy and Management Plan, Formal Complaints Policy, Data Protection Policy, Online-safety Policy, Freedom of Information and Publications, Information Sharing Policy, Intimate Care Policy, Medication for Pupils Policy, Positive Interventions Policy, Safe-guarding Policy, Safer Recruitment Policy, Security Policy, Sex and Relationships Education Policy, Single Equalities Policy, Special Educational Needs Policy, Use of Photography Policy and Whistle Blowing Policy.

This policy should be read alongside the following national government policies:

Working together to safeguard children 2015

Keeping children safe in education 2016

Keeping children safe in education 2016 Part 1

What to do if you are worried a child is being abused 2015- Advice for practitioners.
Prevent Duty Guidance 2015

In addition all staff will have read Part 1 of *Keeping Children Safe in Education*, September 2016.

This policy should be read alongside all Wiltshire Safeguarding Children Board policies.

This document specifically references the following documents from the Wiltshire Safeguarding Children Board:

- *Revised Multi-Agency Thresholds for Safeguarding Children (December 2014)*
- *Escalation Policy for Dispute Resolution (October 2014)*

At Stratford-sub-Castle Primary School staff members are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

We recognise that schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. 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.

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1. 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 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).

2. 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 and appropriate medical provision. These areas have specific policies and guidance which should be read in conjunction with this document.

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 Stratford-sub-Castle Primary School are expected to support the school's Child Protection Policy, with overall responsibility falling upon the Headteacher. All staff members, 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 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, 2016*.

Our Governing Body ensures a member of the governing body, usually the chair, is nominated to liaise with the local authority and/or partner agencies on issues of child protection.

The Nominated Governor is: Angi Britten

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

The role of the Nominated Governor is outlined in Appendix 1.

The **Designated Safeguarding Lead** is a senior member of staff designated to take lead responsibility for:

- Managing all child protection issues (Headteacher leads on allegations against staff)
- Keep secure child protection plans, write records and reports
- Child Protection Policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedures
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the local authority and local safeguarding children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.

The Designated Safeguarding Lead (DSL) is: Kay Bridson

The Deputy Designated Safeguarding Lead is: Justine Watkins

3. Safeguarding information for pupils

- All pupils in the school are aware that they may talk to any member of staff if they have concerns or worries. They may confide in anyone they feel comfortable to talk to. All staff make it clear that they must report any safeguarding concerns to the DSL.
- The names of the DSL and Deputy are displayed around the school in cloakroom areas.
- Personal, Social Health and Education (PSHE) lessons and assemblies are used to educate pupils in personal safety. Informing and encouraging pupils so they may take personal responsibility for their well-being. These form preventative measures against for example child sexual exploitation (at an age appropriate level.)
- All pupils are encouraged to make independent decisions, understand that it is acceptable to change one's mind and to be able to say "No" to adults.

4. Safer Recruitment

- The school follows the guidance provided in Part 3 of *"Keeping Children Safe in Education"* (September 2016) and the guidance provided by the Wiltshire Safeguarding Children Board (WSCB) in its recruitment process.
- Measures include: enhanced Disclosure and Barring Service (DBS) checks with barred list information; identity checks, verifying a candidate's mental and physical fitness, qualifications, employment references and right to work in the UK
- In line with Part 3 of *"Keeping Children Safe in Education"* (September 2016) the governing Body of Stratford-sub-castle Primary School adheres to its statutory responsibilities to check staff who work with children and to take proportionate decisions as to whether checks are required. Volunteers are appropriately supervised.
- Checks are accurately recorded on a single central record.

5. Staff training and induction

- The DSL will attend safeguarding training **at least once every two years**, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and WSCB policy and guidance.
- The whole school staff group will receive safeguarding training **at least every three years** with **annual up-dates** and notifications of any necessary changes, reminders being made available as required.
- All new staff, volunteers and governors receive safeguarding induction to ensure understanding of the safeguarding policies and procedures.
- All volunteers receive a leaflet informing them of safe-guarding issues.
- The Child Protection Policy and Code of Conduct are provided to all staff, including temporary staff and volunteers, on induction.

6. Safer working practice

Safe working practice ensures that pupils are safe and that all staff members, volunteers and governors behave and are seen to behave, in appropriate ways. It covers areas such as;

Propriety and Behaviour, Dress and Appearance, Gifts, Rewards and Favouritism, Infatuations, Communication with Children and Young People (including Use of Technology), Social Contact, Sexual Contact, Physical Contact, Other Activities that Require Physical Contact, Behaviour Management, Use of Physical Intervention, Children and Young People in Distress, Intimate Care, Personal Care, First Aid and Administration of Medication, One to One Situations, Home Visits, Transporting Children and Young People, Trips and Outings, Photography and Video, Access to Inappropriate Images and Internet Usage and Whistle Blowing.

Staff members at Stratford-sub-Castle are aware of these safer working practices by following procedures made explicit in the Staff Hand Book, Code of Conduct, school policies and those on the WSCB web-site such as the *“Wiltshire Social Networking Policy”. 2015*

All staff members, volunteers and governors:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Work in an open and transparent way
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern
- Record any incident of decisions made
- Apply the same professional standards regardless of gender, race, disability or sexuality
- Are aware of confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

During term time the DSL and / or DDSL are always available during school hours for staff to discuss any safeguarding concerns. Staff may contact the DSL and DDSL out of hours / out of term using contact phone numbers or via the school e-mail as long as any written concerns are sent securely (e.g. password protected or encrypted).

7. Staff behaviour

All staff members read, sign and adhere to the Code of Conduct and agree to implement school policies. The following principles underpin the Code of Conduct, School policies and procedures made explicit in the Staff Hand Book are as follows:

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintaining professional standards and boundaries at all times on and off the school site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse

8. Managing allegations against staff and volunteers including 'Whistleblowing'

The Allegation Management WSCB flowchart has been included in Appendix 2.

Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate designated officer(s) from the local authority:

Wiltshire Designated Officer for Allegations: 01225 713945

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. In some circumstances the member of staff may, without prejudice, be asked to take a period of paid leave pending the results of the investigation. Stratford-sub-Castle Primary School makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Malicious allegations against staff are investigated and dealt with by the Headteacher and, if appropriate, a committee of governors.

Concerns about a colleague

If staff members have concerns about another staff member or volunteer, this should be referred to the Headteacher. Where there are concerns about the Headteacher this should be referred to the Chair of Governors. Staff members who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

(See Whistle Blowing Policy)

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

NSPCC Helpline: 08000 280 285 (available 08:00 – 20:00, Monday to Friday) or email: help@nspcc.org.uk

9. What constitutes child abuse and neglect?

All adults who work or volunteer with children should be able to identify concerns about child abuse. The four types of abuse, described in “*Keeping Children Safe in Education*” 2016 are:

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Specific safeguarding issues:

Stratford-sub-Castle Primary School recognises other safeguarding issues:

Children Missing in Education, Child Missing from Home or Care, Child Sexual Exploitation, Female Genital Mutilation, bullying (including cyber-bullying), domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, hate, mental health, missing children and adults, peer to peer abuse, private fostering, radicalisation, sexting, teenage relationship abuse, trafficking.

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

For more information, including definitions, indicators and other safeguarding issues, please refer to Appendix 3.

10. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later.

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. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

The “*Revised Multi-Agency Thresholds for Safeguarding Children*” (December 2014) document aims to inform schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need. At Stratford-sub-Castle Primary School, whenever possible, we ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations to escalate into larger problems.

The document ‘Early Help Strategy’ can be found on the Wiltshire Safeguarding Children Board (WSCB) website.

Early Help Single Point of Entry: 01225 718230

The school considers the following:

- Undertaking an assessment of the need for early help
- Provide early help services e.g. school nurse, parent support advisor, Special Educational Needs Co-ordinator (SENCO).
- Refer to appropriate services e.g. Child and Adolescent Mental Health Services (CAMHS) etc.

11. 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 Appendix 4a. An overview sheet is also available for quick reference, refer to Appendix 4b 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.
- **The Designated Safeguarding Lead will consider the immediate appropriate actions to help the child's immediate needs for example:**
 - Returning the child to a normal routine and back to class
 - Offering 'time out'
 - Additional support

12. Reporting and Recording concerns

The 'What to do' WSCB flowchart has been included in Appendix 5.

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. In exceptional circumstances, staff members can speak directly to Children's Social Care.

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): **0300 456 0108**
Out of hours: **0845 6070888**

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

Sharing Concerns with Parents

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action. The most important consideration is whether sharing information is likely to safeguard and protect a child.

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.

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

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

In some circumstances, the DSL will seek advice from Children's Social Care by ringing the MASH to obtain advice about the recommended course of action.

Our decision to share / not to share information with parents regarding our concerns will be recorded

We encourage parents to disclose any concerns they may have with Stratford-sub-Castle Primary School. We make parents aware of our Child Protection Policy and parents are aware that these are on the school website.

Recording concerns

When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible after reporting it urgently to the Designated Safeguarding Lead, or their deputy.

Discussions should be recorded on the school child welfare and Child Protection record form (see Template in Appendix 4), with details of the concern and any agreed action that is to be taken. The records must be signed and dated.

Record keeping of child protection concerns

The school follows the guidelines set out by Wiltshire Safeguarding Children's Board and will:

- Keep clear written records of all child welfare and child protection concerns using the standard recording form, with a body map where injuries need to be noted (**see Template in Appendix 4a**), including actions taken and outcomes as appropriate.
- Ensure all child welfare and child protection records are kept securely, and in a locked location. The record must be signed and dated and kept securely in a file under the child name, away from the other records (medical forms, academic records etc.) The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.
- Ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this school. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.
- Ensure all concerns, discussions and decisions are recorded in writing. Where staff are in doubt recording requirements they are required to discuss their concerns with the Designated Safeguarding Lead.

Information sharing –internal process

Information concerning pupils at risk of harm is shared with all members of staff on a "need to know" basis. The DSL will make a judgement in each individual case about who needs and has a right to access particular information.

The school adheres to "The seven golden rules of sharing information" as outlined in "*Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers*" 2015.

Information sharing –external process

The school also adheres to the principles set out in "*Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers*" 2015 (See below), which are intended to help practitioners working with children, young people, parents and carers share information between organisations.

Necessary and proportionate

When taking decisions about what information to share, we will consider how much information we need to release. The Data Protection Act 1998 requires the school to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

Relevant

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

Adequate

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. The school will ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Secure

Wherever possible, information should be shared in an appropriate, secure way. The school will always follow their policy on security for handling personal information.

Record

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with the school's Data Protection and Information sharing policies, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

See "Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers" 2015.

See Information Sharing and Data Protection Policies

13. Monitoring of children subject to a CP Plan

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

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

14. Children with Special Educational Needs or Disabilities

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

Governors provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the SENCO to identify pupils with particular communication needs.

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

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

15. Follow-up support of vulnerable children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupils through:

- Pastoral support
- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued

- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, education welfare service and educational psychology service, and where appropriate initiate and/or contribute to a Common Assessment Framework (CAF) and Team Around the Child (TAC) meetings.

In order to create a culture of safety in the school, governors ensure that safeguarding is a standing item on all meetings agendas.

16. Allegations of abuse made against other children (peer to peer)

At Stratford-sub-castle we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. We are aware that different gender issues can be prevalent when dealing with peer on peer abuse e.g. girls being sexually touched / assaulted or boys being subjected to initiation / hazing type violence.

If there is a safeguarding concern the DSL should be informed. The DSL will decide on the appropriate action(s) the school will follow.

A record will be made in line with the section 12 of this policy.

17. Welcoming other professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out forms and wear a school I.D. sticker.

18. Off-site visits

Appropriate risk assessments take place prior to any off-site visit taking place.

Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adults.

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

19. Exchange visits

Stratford-sub-castle Primary School does not participate in school exchange visits as we do not consider such visits are appropriate for children of primary age.

20. Photography and images

It is recognised that parents may wish to make a personal family record of their child's activities at school such as sporting events and official functions. This may include digital images, DVDs, videos and

photographic prints or slides. Parents are welcome to make such a record, subject to the following conditions:

1. Parents are permitted to take photographs of their own children. Inclusion of other children should be incidental or restricted to team photographs; otherwise, photographs of other pupils should not be taken without the prior agreement of the child's/children's parents.
2. All images are strictly for personal and family use only and must not be placed in the public domain. This includes publication on the internet: for example, on sites such as YouTube and on social networking sites such as Facebook unless in access-restricted areas. Any parent or pupil who is concerned about images that have been uploaded into a public domain should seek the cooperation of the person who uploaded the item, or make use of the website's facility to flag inappropriate content; if this fails to resolve the matter, the School should be informed.
3. Photographs and recordings during services in Church are not permitted.
4. Recording of concerts by parents is not allowed without the express permission of the Headteacher.
5. The rights of individuals must be respected and child protection ensured at all times.
6. Parents must be mindful of the need to use their cameras and recording devices with consideration and courtesy for others.
7. Flash photography can disturb others in the audience or cause distress for those with medical conditions, and should therefore not be used.
8. Commercial copyright issues may prevent the school from permitting the filming or recording of certain events such as plays and concerts. If that is the case, the audience will be informed that there must be no infringement of copyright.

The school

- Seeks parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Only uses school equipment
- Only takes photos and videos of children to celebrate achievement
- Uses only the child's first name with an image
- Ensures that children are appropriately dressed
- Encourages children to tell us if they are worried about any photographs that are taken of them.

21. Missing children

A child going missing is a potential indicator of abuse and neglect. After reasonable attempts have been made to contact the family, we follow the WSCB procedure and refer to the MASH team.

If a looked after child or a child subjected to a Child Protection plan goes missing, we will refer them to the MASH team within 48 hours.

22. Missing from education

Children missing from education procedures are followed. 'Keeping Children Safe in Education' (September 2016) includes guidance for schools on this issue. In addition, the School is aware of the responsibilities set out in the 'Children Missing Education: Statutory Guidance for Local Authorities' (September 2016) document.

The school has a duty to inform the local authority of any pupil who is going to be deleted from the admission register, who fails to attend school regularly, or has been absent for a period of 10 school days or more. If a looked after child or a child subjected to a Child Protection plan goes missing, the school refers

them to the MASH within 48 hours. A referral to the MASH is also considered for any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

Safeguarding procedures are followed when dealing with children that go missing from education, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Staff are alert to the signs to look out for and are aware of the individual triggers when considering the risks of potential safeguarding concerns such as travelling to conflicts zones, Female Genital Mutilation (FGM), or forced marriage.

23. Looked After Children

The school recognises that the most common reason for children becoming Looked After is as a result of abuse and/or neglect. The school ensures that staff have the skills, knowledge and understanding to keep 'Looked After Children' safe. The designated teacher to champion the education and well-being of 'Looked After Children' is the Designated Safeguarding Lead (DSL) Kay Bridson who holds the information in relation to a child's Looked After legal status and care arrangements. The named Governor responsible for Looked After Children is Angi Britten.

Policy review

The Governing Body will undertake an annual review of the school's Child Protection Policy and procedures. The LA audit forms the basis of this review. Following the review, the Governing Body will remedy any deficiencies and weakness found without delay.

Date of next review: November 2017

APPENDIX 1: The role of the Nominated Governor

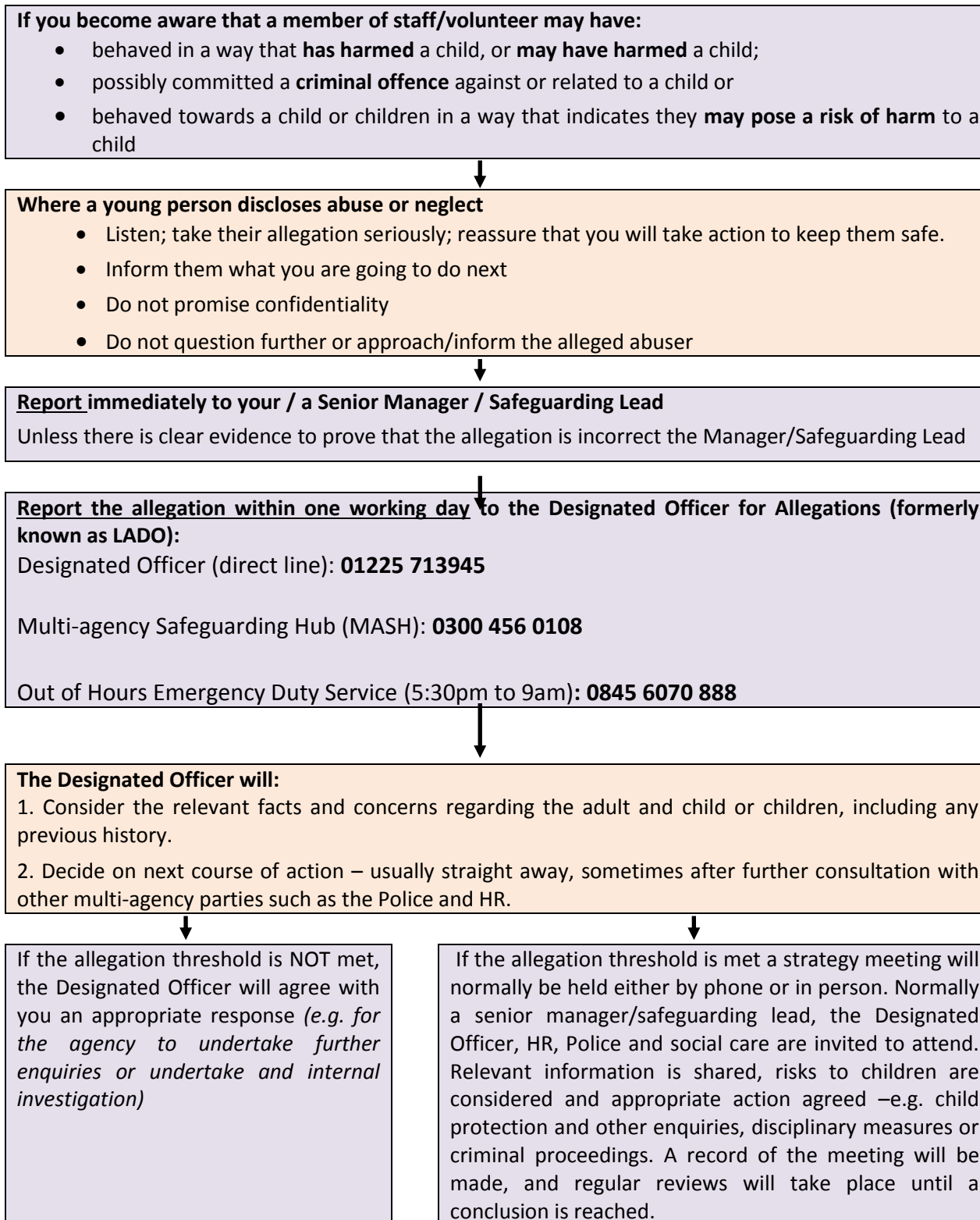
Ensure safeguarding is always a priority by:

- Championing child protection issues within the school and liaising with the Designated Safeguarding Lead (DSL) and the Headteacher and offering challenge if necessary
- Ensuring the Child Protection policy is checked for impact and reviewed yearly accordingly
- Auditing safeguarding measures annually alongside the DSL 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

APPENDIX 2: 'Allegations against adults' flowchart

ALLEGATIONS AGAINST ADULTS - RISK OF HARM TO CHILDREN

GUIDANCE FLOWCHART



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

Review date October 2017

APPENDIX 3: Definitions and indicators of abuse and neglect

What to do if you are worried a child is being abused 2015 describes some of the signs that might be indicators of abuse or neglect.

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.*

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

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

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 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.*

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

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

Some of the following signs may be indicators of emotional abuse:

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

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

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

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

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. (Revised statutory definition of child sexual exploitation – 16.02.17.)

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

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Taken from: <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

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 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.*

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

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

Other specific safeguarding issues

Female genital mutilation (FGM) and Forced Marriage

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) and Forced Marriage fall into this category.

Professionals need to be alert to the possibility of a girl being at risk of **FGM**, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM:

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

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

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet

- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Preventing radicalisation

Keeping Children Safe in Education 2016 places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamist extremism and far-right extremism.

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

Private fostering

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

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

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

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

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

APPENDIX 4a

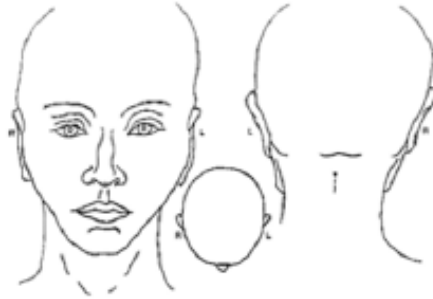
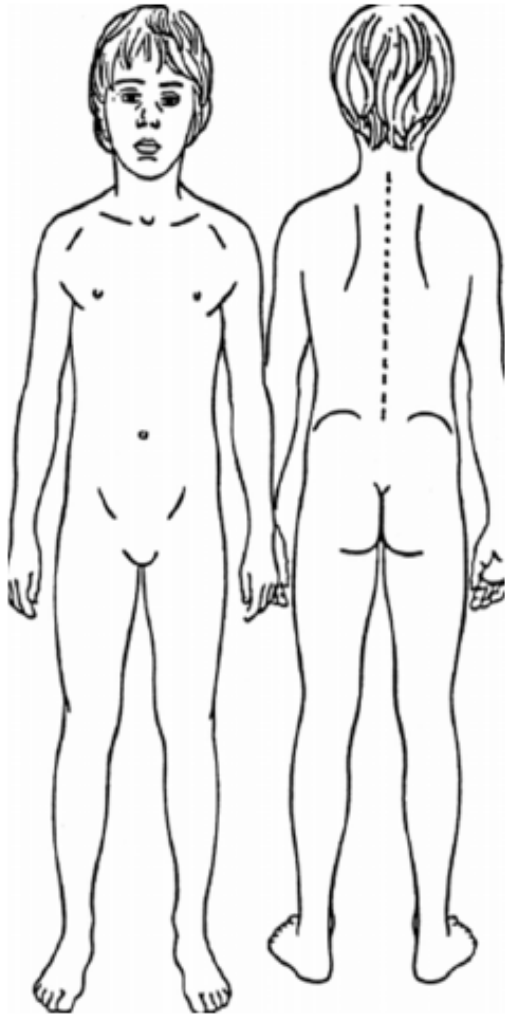
Child Welfare and Child Protection Concern Record

For completion where child welfare or child protection concerns are identified in accordance with the agency child protection policy. This record should be completed by the adult who first observed the concern and reported to the agency safeguarding lead without delay. The agency Safeguarding lead will review and report concerns where appropriate to Children's Social Care if a child is deemed to be in need or at risk of significant harm or in need. This information will be disclosed only to those staff who need to know for the purposes of child protection. Where there is no agency safeguarding lead available or in place consult with /refer to MASH where there are concerns about a child being at risk of harm.

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

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

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



SAFEGUARDING OVERVIEW SHEET

(To be included in the child's CP file when concerns are logged for the first time)

Name of child _____ DOB: _____

Date file created _____

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

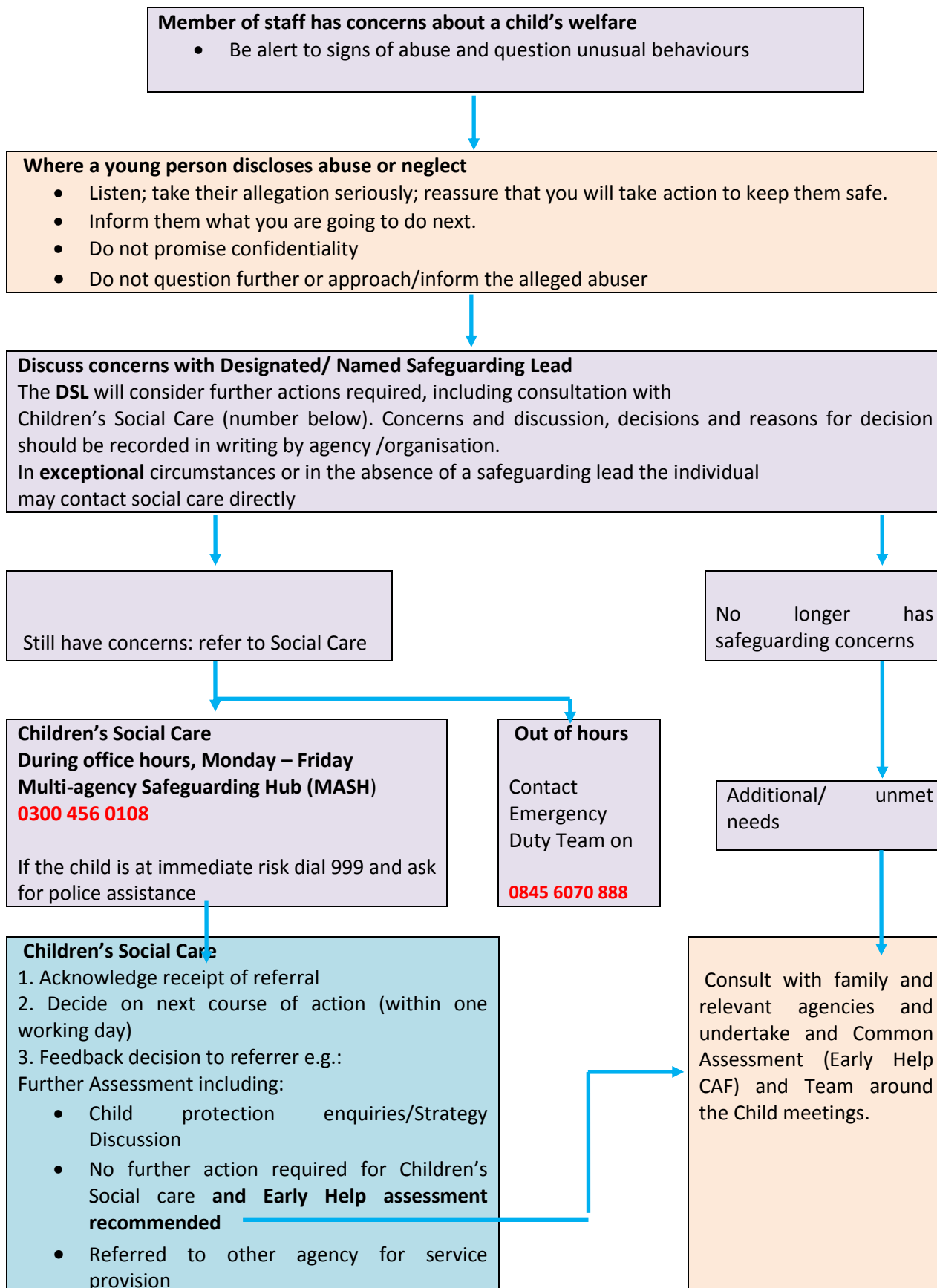
If yes, which files are relevant?

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:

APPENDIX 5: 'What to do if you are worried a child is being abused or neglected' flowchart
WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED



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) at: www.wiltshirescb.org This was updated September 2016 (Review date Sept 2017)